
FRENCH AS A SECOND LANGUAGE

STUDENT EVALUATION GUIDE

EARLY CHILDHOOD SERVICES – GRADE 12

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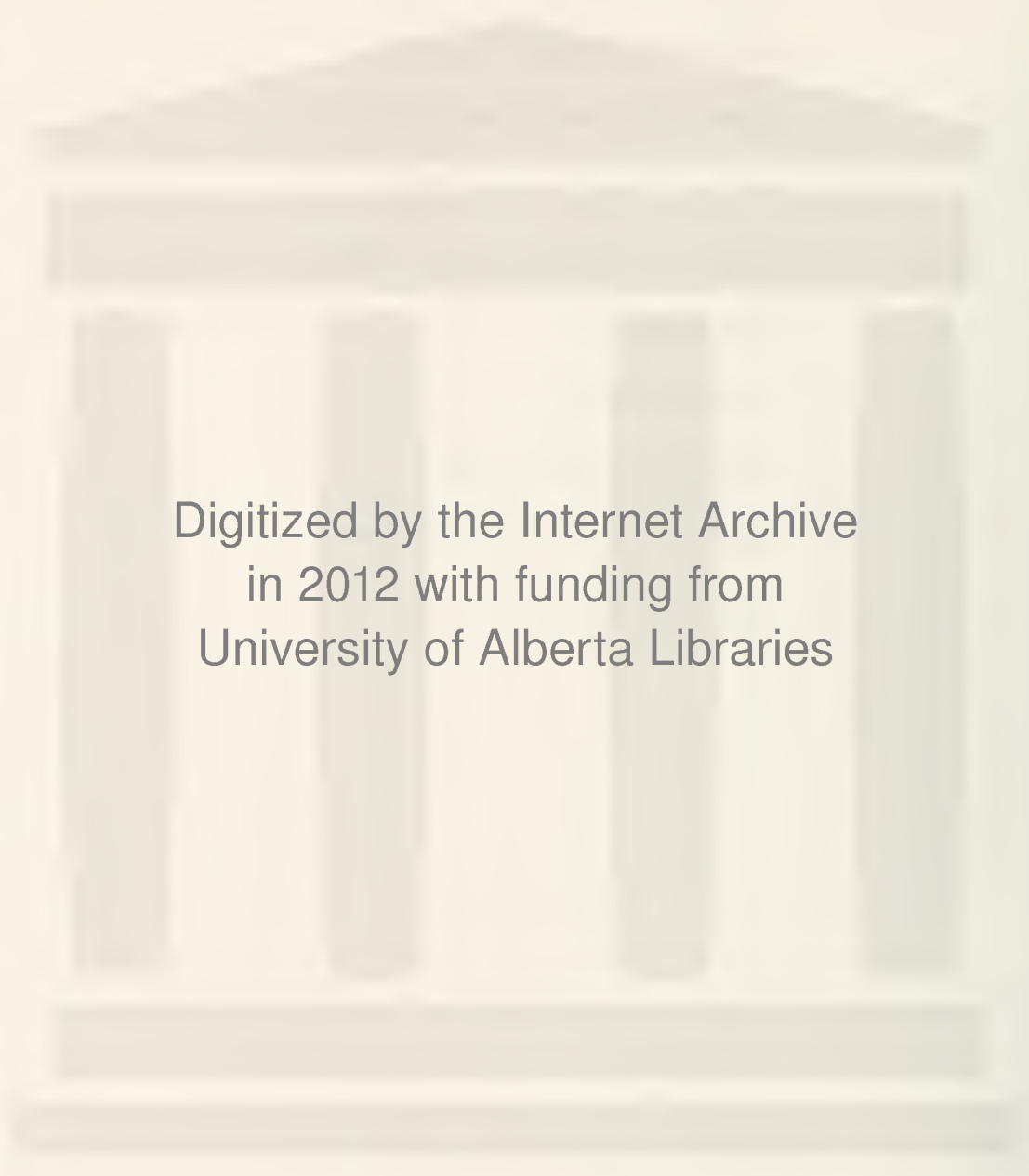
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Principal Author

Mr. Larry Vandergrift, Edmonton Christian High School (Original draft)

Contributing Authors

Ms. Lisa Caouette, Edmonton Public School District (1989-91)

Professor Peter Heffernan, Faculty of Education, University of Lethbridge (Final version)

Dr. Wally Lazaruk, Language Services Branch, Alberta Education

French as a Second Language Ad Hoc Committee

Ms. Christiane Abdel-Kader, Calgary Public School District

Ms. Cécile Bonnar, Calgary Roman Catholic School District

Mr. Bill Buchanan, Alberta Distance Learning Centre

Ms. Lisa Caouette, Edmonton Public School District

Mr. Rémi Gagnon, Lakeland School District

Ms. Judy Goldsworthy, Strathcona-Tweedsmuir School, Okotoks

Professor Peter Heffernan, Faculty of Education, University of Lethbridge

Mr. Ken Klukas, Grande Prairie School District

Dr. Wally Lazaruk, Language Services Branch, Alberta Education,
Chairperson

Mr. Edmond Levasseur, Edmonton Catholic School District

Mr. Émile Mandin, Edmonton Regional Office, Alberta Education

Ms. Bozena Shanahan, Edmonton Public School District

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Preface

The purpose of this document is to provide teachers with a reference that addresses student evaluation in keeping with the program of studies for French as a second language (FSL), 1991. As such, the principles and suggested evaluation procedures proposed in the document are not intended to be prescriptive; rather, the document has been written in such a way as to attempt to meet the varying referential needs of the field. In this sense, teachers are encouraged to use the document as a reference resource, which need not necessarily be read from cover to cover but rather referred to as specific professional queries and evaluation needs arise.

Introduction

This support document has been prepared by Alberta Education to accompany the program of studies for French as a second language (FSL), 1991. It provides a suggested philosophy of student evaluation and student evaluation techniques for an integrated, multidimensional FSL curriculum.

Student evaluation policies, it is understood, vary somewhat from one school jurisdiction to another. When establishing a program of evaluation for their classes, teachers are encouraged to consult first of all their district-level student evaluation policy, which has been developed within the framework of provincial student evaluation policy. School principals and school district office personnel will be able to explain local policies on reporting student progress, promoting and placing students, and related administrative concerns.

This **Student Evaluation Guide** (S.E.G.) provides information on specific techniques consistent with the FSL program of studies (1991). It is recommended that testing be conducted in French. Examples of test items and samples of evaluation grids are provided in French for this purpose. An English translation of these items and grids is also provided to assist less linguistically proficient teachers. To coordinate student evaluation activities with teaching methodology, teachers should also consult the **Teacher Resource Manual** (T.R.M.) which expands on methodology, strategies and activities, and planning and learning resources relative to the FSL program of studies (1991).

Purpose of Evaluation

What is Student Evaluation?

Student evaluation, which is an integral part of the teaching/learning process, is a systematic process which provides students, teachers, parents and administrators with information about student learning. Evaluation provides the teacher, students, parents and school administrators with a picture of the students' knowledge, skills and attitudes at a given moment in their language learning. A strong program of student evaluation involves both students and teachers in measuring, analyzing and interpreting the students' knowledge, skills and attitudes at given points in the instructional cycle, and then making a decision on the nature and direction of future learning activities. Effective student evaluation processes are directed by the learner expectations set down in the program of studies and the specific learner expectations and activities chosen by the teacher from the program for a particular unit, project or lesson.

The current quest for more effective means of student evaluation in second language teaching/learning has been inspired by a proficiency-oriented, student-centred, multidimensional curriculum. This document provides suggestions for a variety of research-based techniques for the evaluation of student progress and achievement in an attempt to enhance the present methods used to evaluate students, which will also be in keeping with the instructional orientation of the program of studies.

Why Evaluate?

Evaluation activities provide important systematic feedback for teachers and students, thereby enhancing the learning process. Since language learning is a continuous process, students need to be made aware of their progress. Students need to know also what they are expected to achieve, and then, whether or not they have succeeded in achieving it. Likewise, parents and administrators want and need to have this information.

Regular systematic evaluation encourages students to do their best, to plan their learning and to focus their attention on the important skills and knowledge needed for communication. If a wide range of evaluation activities is used, students will recognize their own growth, over time, in communicative ability. Evidence of their own progress will encourage them in that it will demonstrate to them that their efforts have been worthwhile.

Data gathered from evaluation activities is invaluable to the teacher since such data will determine how well the learner expectations are meeting the students' needs. Assessing learning effectiveness can lead to either improvement in teaching/learning strategies and/or adjustments in instructional activities.

Today, the process of second language teaching/learning is undergoing change, and consequently, in order to be valid, the process of student evaluation must also change. Student evaluation in language learning must put greater emphasis on measuring students' growth in their ability to communicate meaningfully within a specific context. Evaluation of language use must move towards a holistic assessment of natural, authentic communication where students can demonstrate their ability to integrate a wide variety of language skills within the context of the fields of experience in which they are studying, i.e., areas in which they ordinarily already have some or considerable knowledge and experience in their first language. When evaluation assesses the meaningful use of language in context and involves students in self- and peer evaluation, language learners are encouraged to take greater responsibility for and interest in their own growing ability to communicate.

In the long run, the process of student evaluation should help students gain confidence in their ability to communicate meaningfully. Therefore, evaluation procedures should provide multiple opportunities for second language learners to demonstrate successfully their growing knowledge, developing skills and evolving attitudes.

Two Guiding Principles of Student Evaluation

A program of student evaluation must be based on principles that are consistent with the philosophy of the program of studies. To that end, the following guiding principles are proposed:

- 1. Student evaluation should reflect an integrated, multidimensional approach to language learning as outlined in the FSL program of studies (1991).**
- 2. Evaluation of student progress in language learning will be primarily ongoing or formative, with summative evaluation used essentially for administrative purposes, i.e., grading, reporting and so on.**

Practical Application of Principles

Principle 1

An integrated, multidimensional approach to language learning reflects the complexity of language through the integration of four components: experience/communication, culture, language and general language education. For each of these components, the program of studies outlines a progressive sequence of learner expectations from level to level. Within each level, there are also learner expectations for each sublevel which can be addressed through specific teaching units or educational projects. These learner expectations then become the basis for lesson planning and accompanying instruction and

evaluation activities. Consequently, teachers should become aware of how each component will employ a different focus in its form of evaluation.

Experience/Communication

Student progress in the first component, experience/communication, can be assessed by measuring students' ability to comprehend and produce oral and written texts about current activities and life experiences within the context of the field of experience being studied. The teaching methodology will be based on the development of communicative growth within a given context, with evaluation activities reflecting the same orientation. The nature of these communicative activities will be determined by the field of experience and the students' level of linguistic and/or cognitive maturity.

For example, in a unit on animals, students might be asked to read and respond to newspaper advertisements on pets. Evaluation could take the form of multiple choice or true/false questions on the content of the ads. The response to the ad could be evaluated by role-playing a telephone conversation between student and teacher or peer, or a recorded message that students leave on an answering machine, requesting information about the pet. Criteria for evaluation could include: 1) inclusion of all necessary information, 2) appropriate use of telephone conventions and 3) quality or precision of expression.

In a unit on outdoor life, students might be asked to study a camping equipment catalogue, choose (within a given budget) the equipment they need and justify their choices. Evaluation could involve role-playing, with the teacher playing the parent listening to the students' choices and reasons. Criteria for evaluation could include: 1) appropriate presentation and argumentation, 2) coherence of presentation, 3) quality or precision of expression and 4) overall communicative effect.

In a unit on drugs and alcohol, students might be asked to read a newspaper article and to write a letter of response to the editor. Evaluation could be based on: 1) the overall communicative effect of the letter, 2) the content (references to the article(s) in question), 3) coherence of thought, 4) proper conventions of letter writing and 5) quality or precision of expression.

In a unit on Christmas, students could be asked to fill in a calendar with all their planned activities for the month of December, or fill in a calendar after listening to a conversation of students discussing their month of December with friends. Evaluation could be based on the number of correct entries on the calendar that students have filled in during or after the listening activity.

In a unit on leisure activities, students might be asked to read a brochure on an organized student ski trip, pick out all the relevant information they need to convince their parents to allow them to go on such a trip and prepare a

convincing presentation for their parents. Evaluation could involve role-playing, with the teacher playing the parent, or students could write a letter to a friend outlining all the relevant information related to the trip and all the reasons why they want to go. Criteria for evaluation of the oral activity could be similar to those described above for the activity on camping equipment. Criteria for evaluation of the written activity could include: 1) comprehension of relevant information from the brochure, 2) organization of information and 3) quality or precision of expression.

Students will take classroom learning more seriously if they know that evaluation of their progress will assess their ability to handle meaningful, real-life communicative situations they might incur outside class. Furthermore, this orientation adds a dimension of motivation to how students will perceive evaluation.

Culture

The second component is culture. The ability to identify, research, analyse and interpret cultural elements meaningfully and effectively can be assessed by embedding holistic communicative activities within a context. The degree to which this can be done will depend on the language level and cognitive maturity of the students. For evaluation at the **Beginning** level, students can be expected to identify the presence of francophone culture in their curriculum materials, classroom, school, community, province or country, such as French names in the class, school or local telephone book, streets with French names, flags, newspaper ads and signs in national parks. Evaluation activities could require students to list, check or describe the elements of francophone culture they have identified.

As students grow in cognitive maturity and communicative ability they can be expected, at the **Intermediate** level, to describe the differences and similarities between their own culture and local, national and international francophone cultures. Students may be asked to focus on such areas as recreation, holidays, media, education, family and fashion. Evaluation activities could require students to design a chart, highlighting similarities and differences in a specific area of life for a number of francophone cultures, or students could be asked to write a paragraph describing similarities and differences between their culture and that of Quebec, for example, in the field of experience under study, such as holidays.

At the upper **Intermediate** and **Advanced** levels, students will be required to research, interpret and analyze the contributions of francophone cultures. For example, students might be asked to research and reflect on such topics as the historical roots of the Quebecois nationalist movement, the advantages and disadvantages of bilingualism for Canada, the peoples and lifestyles of worldwide francophone cultures and/or variations in francophone dialects.

Evaluation, at this level, might take the form of written response formats where students are evaluated on the basis of both content and accuracy of expression. Their responses might be assessed using one or more of the following factors: amount and quality of research, varied richness and accuracy of presentation, the quality of synthesis, the depth of analysis or the development of their argument through examples and logic.

Instead of encouraging students to be spectators of the target culture, idealizing or belittling it as a kind of object, the teaching/learning and evaluation activities described above should lead students to develop heightened intercultural awareness as they reflect on the similarities and differences between their own culture and the culture they are studying, for each field of experience is rich in culture relative to both their native and the target culture. The teacher can guide students in identifying manifestations and symbols of culture, and exploring the ideas and behaviours inherent in their own and francophone cultures as evidenced in the field of experience under study. The students' growth in knowledge and understanding of themselves and of others will become apparent in all of the evaluation activities undertaken.

Language

Language, the third component, develops students' ability to use the linguistic code accurately and appropriately and thus achieve meaningful communication. It is a tool at the service of communication to be developed according to the communicative needs of the students.

Just as linguistic elements are presented within the context of the communicative needs of students, evaluation of the language component must take place in context. For example, a weather broadcast where students fill in a chart with the appropriate temperatures will also test their accurate use of numbers. A descriptive paragraph read by the teacher (listening comprehension) or the student (reading comprehension), with students drawing the items in the correct location, will also test the effective understanding and use of vocabulary related to a student's bedroom. Group presentations of skits related to driving experiences is a meaningful and fun way to test vocabulary related to the car.

An important dimension of communicative ability is the priority of message (communicative intent) over form (linguistic code). After all, it is generally recognized today that making errors is a natural part of language learning. This does not mean, however, that linguistic accuracy is not important. Communicative ability is composed of both more or less effective realisation of communicative intent and accuracy of expression.

The linguistic elements on which to focus will depend on the language level of the learner, the task and the context of the utterance. Evaluation at the **Beginning** level will focus more on the accuracy of pronunciation and

appropriate use of vocabulary in the communication of a message. At the **Intermediate** level, students will continue to focus on appropriate use of vocabulary but they will also be expected to pay increased attention to grammar. The **Advanced** level will focus more on grammatical accuracy and the development of fluency (the ability to communicate freely and coherently). The quality (linguistic accuracy) of the message is important at all levels, but as students progress in their communicative ability, evaluation activities will focus more and more on this aspect of the message.

TABLE 1
DEVELOPMENT OF LINGUISTIC FOCUS BY LANGUAGE LEVEL

Level	Linguistic Focus for In-depth Analysis
Beginning	pronunciation, vocabulary
Intermediate	vocabulary, grammar
Advanced	grammar, fluency

At the beginning stages of language learning, it is especially important that students be encouraged to take risks and experience the satisfaction of communicating a message that is personally meaningful. However, as they progress in the ability to express themselves more fully, students must recognize that the more accurate the message, the better understood and accepted it will be by speakers of French. Evaluation procedures need to reflect this progression towards desired accuracy of expression.

General Language Education

The last component, general language education, includes a number of generally proven language learning strategies which can help students become more efficient, independent language learners, which will be a definite asset for success in future language learning endeavours.

The key to evaluating growth in general language education is the inclusion of learner expectations relating to this component in lesson plan preparation and in the construction of evaluation grids of the unit/project to be studied. Depending on the learner expectation(s) to be taught/learned and evaluated, students can be asked to demonstrate the skill they are developing. Recognition of cognates (**Beginning** level) in reading can be demonstrated by having students underline them. Recognition of cognates in listening can be demonstrated by having students listen to sentences which contain the listed words in front of them. Students would check off which word means the same as the English counterpart. This activity also simultaneously tests selective attention. Guessing the meaning of key words (**Intermediate** level) might be evaluated by having students list the key words (who, what, where, when, why) relating to the meaning of the text they have just heard or read. For the most

part, learner expectations which relate to the use of cognitive strategies can be evaluated by assessing the product of strategy use.

Learner expectations geared to developing the use of socio-affective and metacognitive strategies, on the other hand, will focus on process. For example, an objective such as “correct voluntarily mistakes or errors pointed out by someone else” (**Intermediate** level) may be assessed best by student-completed evaluation grids or by teacher observation of the student in a communicative activity. In fact, most of the learner expectations at the **Advanced** level will have to be evaluated in this way. Of course, while some informal, unrecorded, impressionistic, day-to-day observation and evaluation will always and appropriately go on, well-developed observation charts (see Figures 2 and 3) are essential in the long run for the teacher to follow and formally note the progress of each student. This can be done as students work in groups or as the teacher works with students individually in the correction and development of oral and written texts (**Advanced** level). Student-completed evaluation grids (some examples are discussed, for example, on pages 22-23 and in the Appendices in this **Student Evaluation Guide**) will give teachers and students a clearer picture of which strategies are becoming automatic and which ones need more practice.

Principle 2

Student evaluation in the second language classroom should focus on the process of language learning, making use of a wide variety of methods and strategies. Student evaluation must encompass all dimensions of the learning process so that students can see that they are progressing in their learning and in their ability to use the language for communication. For this reason, our process of evaluation described here will emphasize formative evaluation. Summative evaluation, on the other hand, will be used only when student progress must be reported for administrative purposes.

Formative Evaluation

Formative evaluation is a continuous activity in the teaching/learning process, linking instruction to evaluation. It monitors the progress of students and provides immediate feedback on specific tasks. This feedback informs students of their degree of success in performing a specific task and provides them with immediate help, if necessary. This feedback is also important to the teacher for making decisions on the nature and direction of future learning and evaluation activities.

Increasingly, even at the earliest levels of language learning, students themselves are becoming involved in formative evaluation activities. This helps them to diagnose their strengths and weaknesses with respect to the specific learner expectations of a given unit/project. Actively involving students in the evaluation process encourages them to assume greater responsibility for their learning. At the same time, students are developing important language

learning strategies such as self-direction and self-evaluation. Research by Oxford (1990) has shown how reflection and analysis by students in formative evaluation activities can be instrumental in the development of metacognitive awareness, a characteristic of successful language learners. This research further supports the use of formative evaluation.

Summative Evaluation

Summative evaluation focuses more on the accumulated results of learning. It takes place at specific times in the curricular sequence such as the end of a project/unit, a term or a course, in order to determine the degree of success students have had in attaining the learner expectations. Student progress can be reported by way of a mark (e.g., percentage, letter grade), an anecdotal report or a level of performance. The report usually goes to the student, parents and school administration. This information is used to make decisions about promotion or the awarding of credits (at the senior high school level) and about the effectiveness of the program.

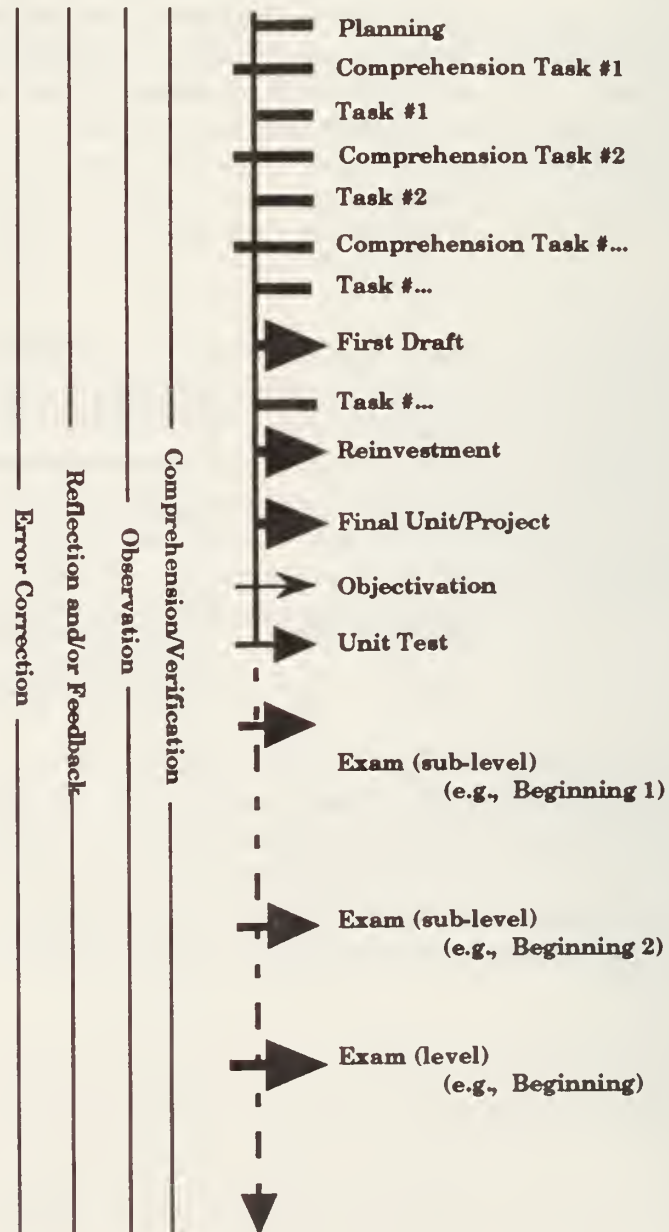
TABLE 2
OVERVIEW OF FORMATIVE AND SUMMATIVE EVALUATION

	Formative	Summative
when?	continuous	periodic
by whom?	student, peers or teacher	teacher
reason?	diagnostic	administrative feedback to student, parents and school administration
decision to make?	nature and direction of future learning activities	promotion of student, awarding of credits and program effectiveness

Student Evaluation Techniques – Ongoing Classroom Practices

Student evaluation is an integral, ongoing part of the learning process. Some of the evaluation techniques presented will be used as an important part of the daily routine in the second language classroom; others will take place at specific points in the instructional cycle. Figure 1 illustrates these different techniques and their relationship to each other along the continuum of language learning.

FIGURE 1
STEPS IN THE EVALUATION PROCESS



The discussion on student evaluation techniques is divided into two parts: 1) ongoing classroom practices and 2) specific techniques used in the evaluation of an integrated unit/educational project.

Ongoing evaluation techniques that are part of a second language classroom routine include observation, error correction, comprehension/verification and reflection/feedback.

TABLE 3
ONGOING CLASSROOM PRACTICES

- | |
|--|
| <ol style="list-style-type: none"> 1. Observation 2. Error correction 3. Comprehension/verification 4. Reflection/feedback |
|--|

Observation

Observation is an extremely important evaluation technique. But observation techniques can succeed only if teachers have understood and successfully implemented the approach suggested in the program of studies, which calls for a shift in the focus of classroom activity from teachers to students. In establishing the goals and directions of an activity, teachers, now in the role of facilitators, are free to provide individual guidance and correction as the students interact. Informal observation, as described above, allows teachers to evaluate both the learning activity and students' performance. They can ascertain whether the designated activity is unfolding as it should and listen to individual or group language samples, correcting them as necessary and appropriate. The encouragement, praise and constructive feedback teachers can give to students is motivating and helps create a positive classroom atmosphere.

Observation can also be carried out in more formal ways. Checklists or observation charts, based on learner expectations, such as those presented in a "Television Weather Report", are examples of more formal ways of observing the progress of individual students, as is seen in the example provided in Figure 2 (see page 12).

FIGURE 2
OBSERVATION CHART

Educational Project: A Television Weather Report

Date: _____

Student's name: _____

Can...	Check if "yes"	Comments
1. ...describe the weather in Alberta: introduction, coherence of the message, clarity of the message, closing.		
2. ...identify communities where there are many French speakers in the province.		
3. ...use appropriate weather-related expressions and the appropriate temperatures.		
4. ...accurately pronounce words and expressions related to the weather.		
5. ...identify appropriate weather symbols.		
6. ...present an original weather report: elaboration, effort, creativity, humour.		

Checklists might be maintained in order to monitor student use (or non-use) of the target language. Record-keeping can be done when students are working in pairs or as they are working together in a cooperative learning activity. A grid or observation chart, based on the more general learner expectations of the current language level of the students (e.g., **Beginning**, **Intermediate** or **Advanced**), can be used by teachers periodically throughout the year to note the skills, knowledge and attitudes that the students are demonstrating and the areas that still need further refinement or attention (see Figure 3).

FIGURE 3
BEGINNING LEVEL OBSERVATION CHART

Communication in French Evaluation Sheet – Beginning Level

Student's name: _____

Can...	Date	Date	Date	Comments
1. ...understand a series of simple, oral and written statements in a given context.				
2. ...express his/her communicative intent by producing simple, oral and written messages in at least two or three statements in a given context.				
3. ...demonstrate his/her discovery of the French-speaking world by identifying the presence of French-speaking peoples and facets of French-speaking cultures at the local, regional, provincial and national levels.				
4. ...demonstrate understanding and use, orally and in writing, of the sound-symbol system, vocabulary and word order in simple communications in the present tense.				
5. ...identify key words in a communication to develop tolerance toward ambiguity (cognitive).				
6. ...discover the language by establishing associations between words (cognitive).				
7. ...develop the positive attitude of taking risks by voluntarily using his/her knowledge (socio-affective).				
8. ...demonstrate his/her development of the ability to use selective attention (metacognitive).				

Scale:

- 1 = Unable to do so, or not demonstrated, unobservable
 2 = Does so with difficulty
 3 = Does so with some help
 4 = Does so unaided
 5 = Does so readily

Such charts should leave room for individualized comments by teachers that go beyond the skill and focus on the personal growth of the student. These records can be used in discussions with the student or the parents and can form the basis for anecdotal reporting of student progress.

Formative evaluation, as carried out through observation, serves an important diagnostic function for teachers. On the basis of the data gathered during observation and other evaluation activities, teachers can decide that the students are ready to move on to a new challenge or that they need remedial work on a particular concept or skill. This may mean a change in the choice of teaching strategies, e.g., more practice, another reinvestment activity or another unit/project which will address the areas needing improvement.

Error Correction

Teachers face a conflict between promoting spontaneity in communicative growth and encouraging accuracy of expression when making a decision about error correction. If errors are ignored, will they become fossilized (i.e., structures or information that are stored incorrectly in memory and remain that way (Selinker, 1972))? What, then, should the role of error correction be in the classroom? This will depend largely on the nature of the task and the situation. In the context of a multidimensional curriculum, error correction is no longer limited to corrections of the linguistic code, but also may include feedback on a cultural misinterpretation or a suggestion to use a more appropriate strategy. Since the focus is on communication, teachers will have to find helpful, unobtrusive ways to guide students and help them clarify their communicative intent. In their role as facilitators, teachers serve as coaches who encourage students to express themselves in the best way they can.

Error correction can be disruptive to communication when the student is concentrating hard on conveying personal meaning and sustaining communication. Correction should, therefore, normally take place only if an error stands in the way of comprehension, in which case the teacher may have to give the correct word or verify the student's intent. In controlled activities, however, there is room for correction that might be disruptive in open-ended activities. Generally, in more controlled activities, more error correction can take place. It is important that errors be corrected immediately when new words and structures are being presented and when students are rehearsing, when groups are practising or when written material is presented. Depending on the nature of the activity, the correction may focus only on a particular structure, tense, sound or word.

An accepting, supportive atmosphere in the classroom, where teachers have a sense of humour, is a pre-condition for effective error correction. Without it, students tend to become discouraged and afraid to try.

Comprehension/Verification

Even at the very beginning stages of language teaching/learning, teachers are encouraged to use the target language exclusively. Therefore, each class involves the development of listening comprehension skills as teachers direct instruction, learning activities or classroom procedures. This must be accompanied constantly by verification through careful attention being paid to what students are saying, doing and how they are reacting to a particular learning activity. This will allow teachers to begin a new activity, continue the current activity or stop to rephrase instructions and redirect the students' attention. Teachers can verify comprehension of directions for a class activity primarily by asking questions such as: "À quelle page es-tu?", "Qu'est-ce que vous devez faire?", "Tout le monde est prêt?" or by asking students to paraphrase instructions. When students start working in groups, teachers can begin verification by a quick question to the group or by listening attentively for a moment to verify that students are on task. This is usually adequate evidence that students understand what must be done. Continuous verification is necessary to monitor the classroom dynamics and to ascertain that teachers and students are "on the same wavelength".

Reflection/Feedback

Reflection is the act of reviewing what has been learned during an activity, a class or a unit/project. Teachers should periodically involve students in reflection to obtain feedback on the relative amount of learning that is taking place. This type of evaluation is an opportunity for teachers to verify the perceptions of students, to review what they are doing and what they are learning. For teachers, feedback provides the input for making revisions as needed. For students, it can help to acknowledge their efforts. Reflection can take place at the conclusion of specific steps in the unit/project or during closure activities at the end of a class.

Reflection/feedback can be as simple as a discussion of the learning activities of the day or the plans for the next day. Such a discussion involves teachers in asking the students what they did in class that day, what they learned and how they can use that knowledge in the development of their unit/project or other communicative situations. Teachers may talk about how these activities will tie into the learning activities for the next day(s). For example, after the students spend some time reading student biographies in a Quebec school yearbook and discussing with the class their first impressions of these biographies, students are asked to think of the kinds of questions they would like to ask their classmates in order to prepare similar biographies. Reflection/feedback, in this case, might also involve a discussion of the students' impressions of a typical Quebec school yearbook. Reflection/feedback, at the **Advanced** level, can be as complex as a discussion where students share their opinions concerning the topic under study or material they have just read.

Daily formative evaluation procedures such as observation, error correction, comprehension/verification and reflection/feedback are invaluable in helping students learn.

Student Evaluation Techniques – Evaluation of an Integrated Unit/Educational Project

The following techniques will be helpful in monitoring the progress of students. They are presented in the context of the evaluation of an integrated unit/educational project; however, these techniques or a combination of them may also be used to evaluate when teachers have chosen a different instructional approach.

The integrated unit or educational project is an excellent way of integrating the four components of the program of studies. It provides a sequence of organized learning activities within a given field of experience and leads students to live real-life experiences in the second language. (See the section on planning in the **Teacher Resource Manual** which provides, among other things, information on the nature, organization and instruction of educational projects).

Since the evaluation of a unit/project should focus more on the learning process than the completed unit/project itself, more emphasis should be placed on the activities leading to the completion of the unit/project than on the completed unit/project itself. Students will accept the importance of preparation activities and will be encouraged to refine new knowledge and skills when this is stressed in the evaluation process leading to the development of a unit/project.

All or some of the following evaluation activities leading to the completion of the final unit/project should be integrated into unit/lesson planning. Each teacher must make these decisions to suit the students involved and the nature of the particular unit or project.

TABLE 4
STEPS IN THE EVALUATION OF A UNIT/PROJECT

1. Planning for evaluation
2. Development of comprehension activities
3. Specific tasks in the unit/project
4. First draft of the unit/project
5. Self-assessment and/or peer assessment
6. Reinvestment of skills and knowledge
7. Final unit/project
8. Objectivation
9. Assigning marks for an integrated unit/educational project

Planning for Evaluation

In determining what should be evaluated, the teacher begins with the specific learner expectations established for the unit/project, which incorporate all four components of the program of studies. Depending on the unit/project, there may be more than one learner expectation for a particular component that must be assessed. For example, in the project "Presentation of a Weather Report" the following learner expectations have been chosen for instruction:

The student will be able to:

1. understand and describe, orally, the weather (experience/communication);
2. identify communities where French is spoken in Alberta (culture);
3. understand and use weather expressions, the numbers 0-40 as temperatures, the seasons, dates and other appropriate vocabulary (language);
4. associate weather expressions with meteorological symbols (general language education).

The learner expectation for the language component can be divided into three separate elements: weather expressions, numbers and pronunciation. These factors are now separated out so that each one can be evaluated individually. These learner expectations are then itemized on a chart as follows:

The students can...

- ...describe the weather with an appropriate introduction and conclusion (communication);
- ...identify five communities in Alberta where French is spoken (culture);
- ...understand and use the numbers 0-40 as temperatures (language);
- ...understand and use weather expressions (language);
- ...pronounce words accurately (language);
- ...associate weather expressions with meteorological symbols (general language education).

This chart, itemizing the skills and knowledge that students are expected to demonstrate, can now be adapted for the development of grids to be used in the different steps of the evaluation process.

Finally, the teacher must make a decision on how to encourage and reward those students who go beyond the minimal requirements of the unit/project. Students should not be penalized for the errors they make when they attempt to take risks in order to create a more interesting presentation. This can be handled in at least two ways: 1) a category can be included for creativity or 2) a bonus category can be created to reward students for their extra efforts. It is crucial that students not be penalized for taking risks.

It is precisely at this point that enrichment can be incorporated into the curriculum. Those students who are capable and who need avenues for expressing their creativity can be encouraged to go beyond the minimum requirements. The unit/project is an excellent vehicle for students to express creativity and individuality and an ideal opportunity for teachers to present new structures and concepts which the students need.

The key to effective evaluation of the integrated unit/educational project is the development of grids based on the learner expectations and activities of the project. Such grids are effective because they ensure that all components of the program of studies are evaluated; they establish the evaluation criteria for students at the beginning of the unit/project and they minimize subjectivity by breaking down a mark into individual steps in the evaluation process. The development of such grids can be summarized as follows:

TABLE 5
SUMMARY OF STEPS IN CREATING EVALUATION GRIDS

1. Take the learner expectations of the unit/project and break them down into as many measurable learner expectations as necessary.
2. Determine the appropriate elements of the communication objective.
3. Assign an appropriate value to each measurable learner expectation.
4. Determine how to reward creativity and risk-taking.

Development of Comprehension Activities

Since integrated units/educational projects tend to focus on the development of production skills (speaking and writing), it is essential that the receptive skills (listening and reading) be developed during the preparation phase of the unit/project. Comprehension activities are an essential part of language learning and evaluation activities which focus on this skill are equally necessary. Listening activities, while receiving major emphasis at the **Beginning** level, should continue to be emphasized, right through to and including the **Advanced** level. Some of the comprehension activities may be used as part of the final evaluation of the unit/project. This will be especially true at the **Beginning** level where so much time is devoted to the development of listening skills. The unit/project can itself become a comprehension (listening or reading) activity for peers during practice sessions or for class members when the unit/project is presented. This comprehension activity is facilitated when the teacher prepares a chart on which students can provide information from the listening activity presented.

The following figure shows how listening comprehension has been incorporated into the evaluation plan of a unit/project at the **Beginning** level. A series of listening exercises, reflecting the intensive practice in listening during the development of the unit/project, will be part of the final evaluation. For teachers who are required to give a mark, comprehension activities could count for 30%, reinvestment for 30% and the unit/project itself for 40% (see Figure 4).

FIGURE 4
SUGGESTIONS FOR THE EVALUATION OF A UNIT/PROJECT

Weight (if necessary) 30%	I. Comprehension tests (done throughout the project)	
	Teacher	Learner
	E.g.: ① Gives numbers in sentences that are contextualized. - In Lethbridge, it's -12°C. - In Peace River, it's -38°C. (and so on) E.g.: ② Uses expressions in sentences in context. - In Edmonton, it's snowing. - In Calgary, it's raining. (and so on) E.g.: ③ Gives weather in Canada: place, temperature, weather. - In Regina, it's cold. High -20°C. Low of -35°C. (and so on)	Only writes numbers of the temperature: -12°C, -38°C. Only draws appropriate weather symbols:   Answers on blank map of Canada, showing place, writing numbers for the temperature and drawing the weather symbols.
30%	II. Reinvestment project (according to grid) - Radio weather report	Self-evaluation/peer evaluation
40%	III. Final project (according to grid) - Television weather report	Self-evaluation/peer evaluation

Specific Tasks in the Unit/Project

Each unit/project will consist of a number of progressive steps leading to its eventual completion. Depending on the level at which the unit/project is being completed, teachers may choose to assign greater weight to the development of the individual parts than to a global assessment. Especially at the **Beginning** and **Intermediate** levels, teachers may decide that practice of a certain structure (e.g., formulating questions for an interview) or practice in a particular strategy (e.g., correct use of a dictionary) are necessary and administer a contextualized quiz in which students demonstrate this skill successfully. Students may be asked to role-play, conduct or undergo an interview or write a quiz on new vocabulary relating to a given unit/project. Many of these decisions will be based on the learner expectations established for the unit/project. Much of the evaluation done during the period of preparation is formative. However, some of the results, either marks or anecdotal comments, can be recorded for inclusion in the final evaluation of the unit/project.

The evaluation of “Presentation of a Weather Report”, as discussed in this **Student Evaluation Guide**, is geared for **Beginning** level students at the elementary level. The evaluation of this unit/project should be adjusted for students at a different cognitive level in either grade 7 (age 13) or grade 10 (age 16) at the **Beginning** level. Students in early adolescence can be expected to do more reading and writing. In this respect, this step in the evaluation process could require students to read weather reports in the newspaper and/or write a weather report following a given model. In this case, these activities could be included in the final evaluation of the unit/project, making adjustments in the weighting of other parts of the overall evaluation.

First Draft

A first draft of the unit/project, either oral or written, should be an expression of the students' best efforts. It should be a product of peer editing, and of teacher encouragement and occasional feedback/correction along the way. To encourage students to put their best effort into this initial draft, a certain percentage of the final mark may be assigned to this portion of the work. Teachers will review the draft with the students, not necessarily making corrections, but pointing out errors and involving the students in the correction process. This activity provides immediate feedback, an opportunity for students to talk about their errors and an opportunity for teachers to give an explanation. The amount and degree of correction here would depend on the modality (written or oral), the level at which the unit/project is being completed and the seriousness of the errors.

Since the example “Presentation of a Weather Report” with **Beginning** level students at the elementary level involves no written work, the first draft could be a trial presentation for a peer and/or the teacher. The self-assessment grid

(see Figure 5) or the observation chart discussed previously (Figure 2) could be used by teachers to discuss the strengths and weaknesses of the presentation with the student. This will help students to make improvements before the final presentation.

An important function of the first draft is its utility as a diagnostic tool. Remedial work on an important element of grammar, strategy use and/or presentation that students have not yet refined or demonstrated may be incorporated at this point.

Self-Assessment/Assessment by Peers

Just prior to the presentation of the unit/project is an appropriate time for students to reflect upon the degree to which they can perform the tasks necessary for a successful presentation. Using the learner expectations chart for “Presentation of a Weather Report” discussed above, the teacher creates as many columns as necessary for assessment (self, peer and/or teacher) and a substantial comments column (see Figure 5).

Students are encouraged to indicate the degree to which they can perform the various tasks in the unit/project. Older students may indicate the degree of success according to a pre-determined scale, whereas younger children can indicate satisfactory or unsatisfactory performance through symbols such as happy/unhappy faces. Self-assessment provides students with a means for taking greater responsibility for their own learning.

Instead of assessing themselves prior to their presentation, the students' peers or the teacher can verify the degree to which the students can perform the required tasks. As indicated above, the first draft of a totally oral unit/project may be assessed by the teacher to confirm self/peer assessment and to help students improve their performance.

FIGURE 5
SELF/PEER/TEACHER ASSESSMENT GRID

Educational Project

I can...	Learner	Peer/Teacher	Comments
...describe the weather (<i>communication</i>).			
...identify five French-speaking communities in Alberta (<i>culture</i>).			
...understand and use the numbers 0 to 40 (<i>language</i>).			
...understand and use expressions related to the weather (<i>language</i>).			
...accurately pronounce figures and expressions (<i>language</i>).			
...match weather symbols and expressions related to the weather (<i>general language education</i>).			

Scale:

Elementary



Not very well



Well



Very well

Secondary

(Junior/Senior High School)

1 = Poorly

2 = At an average level

3 = Well

4 = Very well

5 = With excellence

Reinvestment

Reinvestment is a step in the evaluation process that reinforces what has been learned in the development of the unit/project and gives students an opportunity to transfer and recycle the knowledge, skills and strategies just learned, putting them in a different context, with different elements and in a different modality, if possible. For example, in the project/unit being discussed here, students are preparing a weather report broadcast for television for one season. The reinvestment requires students to recycle the knowledge, skills and strategies just used to create a weather broadcast for radio using another season.

Reinvestment can also occur on a daily basis. Students may be required to reuse specific knowledge, a particular skill and/or the strategy necessary to complete a specific task to review work from the previous day. A major activity of the project may be reworked so that students can recycle knowledge and skills. Even a unit test can serve as a reinvestment if a number of the tasks reflect similar tasks carried out during the preparation of the unit/project.

Reinvestment could become part of the student's mark for the unit/project. However, each teacher should make the final decision as to the emphasis given within the total unit/project. Teachers can use the same grid as the one developed for the final evaluation of the unit/project (see Figure 7).

Reinvestment also adds a dimension of reliability to the evaluation process. When students are given more than one opportunity to demonstrate the knowledge, skills and strategies they have learned, and the results are generally consistent, evaluation procedures can be considered reliable.

Final Unit/Project

The final product (document, program, presentation) should be presented to an audience, e.g., the teacher and/or the whole class (in the case of sub-groups), when the unit/project has gone through all the necessary revisions for final presentation. Evaluation at this point should include both formative and summative activities. Besides evaluating their own and/or each other's performance (see Figure 5), students may, in the case of group work, evaluate the respective contributions of each group member to the work of the group and the final product. The following grid (Figure 6) is one tool that teachers could use or adapt to meet their needs for this purpose.

FIGURE 6
GRID FOR PEER EVALUATION OF GROUP WORK*

Grid for Group Work Evaluation							
Name of evaluator: _____			Class: _____				
Project: _____			Date: _____				
			Participants' names				
Group:			1	2	3	4	5
			Me				
POINTS TO CONSIDER	SCALE						
Individual contribution to work of the group	5						
Assistance given to others to:							
revise and polish the work	5						
organize the work	5						
Persistence in using French	5						
TOTAL POSSIBLE:	20						
COMMENTS:							
<u>Scale:</u> 1 = Poorly 2 = At an average level 3 = Well 4 = Very well 5 = With excellence							

*Adapted from d'Anglejan, Harley and Shapson, 1990.

The chart of learner expectations for “Presentation of a Weather Report” discussed above, can now be further developed into an evaluation grid. Teachers must begin by deciding on the weighting of each of the learner expectations in relation to the project as a whole. Since the goal of this program is the communication of a message, it is important that this objective receive appropriate emphasis in the evaluation of student production. Here teachers will look for elements of communication such as an appropriate opening and closing, coherence and clarity of message. For teachers who are required to assign a mark, the next step is to assign appropriate values to the various components that make up that message. The weighting assigned will depend on the nature and the level of the project. The level at which the project is being completed will determine, for example, which elements of the language component (e.g., pronunciation, vocabulary, grammar, fluency) will be the focus. Because this project is found at the **Beginning** level, vocabulary and pronunciation will be the focus of the linguistic evaluation. Finally, creativity is encouraged by including a category in the evaluation grid. When all the learner expectations of the project have been incorporated in an evaluation grid, the teacher can be sure that all the components of the program will be evaluated.

FIGURE 7
EVALUATION GRID

Student's name: _____

Can...	
1. ...describe the weather in Alberta (introduction, clarity and coherence of message, conclusion) (communication).	/5
2. ...identify five francophone communities in Alberta (culture).	/5
3. ...use three appropriate weather-related expressions and the appropriate temperatures (numbers) (language).	/5
4. ...accurately pronounce words and expressions related to the weather (language).	/5
5. ...use weather symbols to present a weather report properly (general language education).	/5
6. ...take risks to elaborate more fully and creatively on the weather (creativity, risk-taking) (general language education).	/5
Total: /30	
Comments:	

Scale:

1 = Poorly

2 = At an average level

3 = Well

4 = Very well

5 = With excellence

The weighting of the final presentation in relation to the whole unit/project, the weighting of the different components of the unit/project or a decision to use only a global mark will be made by the teacher (with input from the students at **Advanced** levels). **It is important that the criteria for evaluation be clear to the students from the start of the unit/project.** The final presentation should be an enjoyable experience for everyone, another good reason for placing greater emphasis on evaluation during the preparation phase of the unit/project.

Objectivation

Objectivation is a step in the process of evaluation that encourages students to stand back from their work/unit/project and reflect on the learning that has taken place. By means of a teacher-led discussion and/or the completion of a grid prepared by the teacher, students are encouraged to examine objectively how they learned and what they learned (knowledge, skills, strategies and attitudes). It differs from self-assessment where students analyse their learning in terms of how well they know it. Objectivation, done individually or by the class as a whole, evaluates what was successful, what was unsuccessful and how work can be improved. Students can learn to do this with the help of the teacher but should be encouraged to take on this task gradually themselves, thereby developing important metacognitive strategies such as self-evaluation, self-direction and self-monitoring.

Objectivation grids can be developed from the chart of learner expectations for “Presentation of a Weather Report” discussed above. Each element to be included in the preparation of the unit/project is listed and necessary directions are given to students for appropriate completion, usually a yes/no choice (see Figure 8).

Objectivation grids such as the one following can be given to students at the beginning of a unit/project to direct their planning and to guide their learning. This encourages students to take greater responsibility for their learning and to develop strategies that will lead them to become more autonomous learners. Furthermore, honest objectivation by students will force them to acknowledge whether or not all the necessary steps leading to the successful completion of a unit/project have been covered. In cases where a student does not understand what may have gone wrong in the unit/project, the teacher and student can refer back to the objectivation grid, pointing out any steps that may not have been performed. Finally, objectivation grids are useful for the teacher in preparing anecdotal comments for report cards, indicating what students can do successfully and what needs more work. Table 6 provides a summary of all the aspects discussed in this section.

FIGURE 8
OBJECTIVATION GRID

To prepare a weather report, I...

	YES	NO
1. ...chose five towns or cities in which there are many French speakers;	☐	☐
2. ...chose at least three expressions related to the weather;	☐	☐
3. ...chose the appropriate temperatures;	☐	☐
4. ...chose the appropriate weather symbols;	☐	☐
5. ...prepared an introduction and a conclusion to my weather report;	☐	☐
6. ...revised and memorized my weather report;	☐	☐
7. ...presented the weather report enthusiastically and pronounced the words and expressions correctly;	☐	☐
8. ...took risks to elaborate more fully and creatively on the weather.	☐	☐

TABLE 6
SUMMARY OF STEPS IN THE EVALUATION OF AN
INTEGRATED UNIT/EDUCATIONAL PROJECT

Planning	Comprehension	Tasks	First Draft	Reinvestment	Self-assessment	Project	Objectivation
- establish criteria for evaluation on the basis of learner expectations established for unit/project - develop grids for the different steps of the evaluation process	- listening and reading activities related to the field of experience - listening comprehension particularly important to develop at Beginning level with reading comprehension introduced gradually - development of vocabulary and structures in context - some activities may be counted towards final mark on project	- contextualized practice and testing of new linguistic structures necessary to the successful completion of the project - some activities may be counted towards final mark on project	- encourages the best in student performance through self-editing and peer-editing - teacher involves student(s) in correction activities - may or may not be used towards final mark on project - diagnostic in nature since errors may point to the need for review of a certain structure, etc.	- transfer of knowledge, skills, strategies acquired to a new modality, context or skill for reinforcement of knowledge, skills and learning - may occur on a daily basis and/or at the end of unit/project - can take the form of a test - not necessarily evaluated formally when project is particularly lengthy	- allows students to reflect on their learning with regard to the completed project - students reflect on how well they have achieved objectives of project - can also be done by peers or teacher as a pre-check before presentation of project	- presented to entire class - may include evaluation by class members as well as teacher - may include group evaluation in the case of group work - will rarely count for 100% of the final mark - focus here is on the final product	- reflection by students on their learning during the project - reflection on what was learned and how students proceeded in their learning - teachers will need to help students do this at the Beginning level - may serve as basis for anecdotal reporting

Reflection/Feedback

Comprehension/Verification

Observation

Error Correction

Assigning Marks for an Integrated Unit/Educational Project

Determining a final mark for a unit/project will vary according to the unit/project, the level, the learner expectations and the activities chosen. In each case, the teacher makes a decision regarding the importance of each activity in relation to the total unit/project. For example, the activities that could contribute to a final mark for the unit/project "Presentation of a Weather Report" are listening comprehension tests (listening is a crucial skill to develop, especially at the **Beginning** level), the reinvestment activity (a weather broadcast for radio) and the unit/project itself (a weather broadcast for television).

On the basis of this unit/project, the teacher's record book of student progress for the different activities included in the unit/project "Presentation of a Weather Report" might look like this:

FIGURE 9
TEACHER'S RECORD BOOK SAMPLE

Project: Presentation of a Weather Report

Student's Name	Student B	Student H	Student J	Student K	Out of:
Comprehension 1	7	5	9	10	10%
Comprehension 2	9	8	10	10	10%
Comprehension 3	7	7	8	9	10%
Total/Comprehension	23	20	27	29	30%
Reinvestment	20	21	26	27	30%
Project	32	25	29	35	40%
Final Mark	75	66	82	91	100%

See Figure 4 for reference to example activities.

Teachers required or who wish to report student progress by means of anecdotal reports will have to establish a file/portfolio for each student. These files/portfolios will contain observation charts, evaluation and objectivation grids as well as samples of student work (written) for each unit/project studied. In place of the record of marks listed above for "Student J", the observation chart might look like this:

FIGURE 10
SAMPLE OBSERVATION CHART FOR STUDENTS

Educational Project: A Television Weather Report

Date: _____

Student's name: _____

Can...	Check if "yes"	Comments
1. ...describe the weather in Alberta: introduction, coherence of the message, clarity of the message, closing.	✓ ✓ ✓	pronoun interference
2. ...identify communities where there are many French speakers in the province.	✓	in the regions Legal, Morinville (good!)
3. ...use appropriate weather-related expressions and the appropriate temperatures.	✓ ✓	
4. ...accurately pronounce words and expressions related to the weather.		poor intonation
5. ...identify the appropriate weather symbols.	✓	
6. ...present an original weather report: elaboration, effort, creativity, humour.	✓ ✓ ✓ ✓	lack of enthusiasm during presentation well done! good! well done!

In addition, the file/portfolio might include copies of the listening comprehension quizzes and the objectivation grid.

Reporting Student Progress

The method(s) used for reporting student progress to parents will vary, either by the grade level of the student and/or the policy of the school or school district. At the elementary level (**Beginning** levels 1-3 in grades 4-6), student progress need not necessarily be quantified by a mark. Anecdotal reporting would be adequate to describe to parents what a student can do in French. As mentioned earlier, observation charts or objectivation grids are excellent tools for effective reporting. Anecdotal reports for two of the example students appearing in the preceding section might look like this:

FIGURE 11
SAMPLE ANECDOTAL REPORTS

Student B:	B can identify different parts of the province where there are many French speakers. He can identify numbers between 0 and 40 but needs to work at clarity in pronunciation. He is capable of identifying weather expressions and can match them with appropriate weather symbols. B must continue to work at his pronunciation so that what he is communicating can be clearly understood. B's listening skills are very good.
Student J:	J can identify various towns and regions in Alberta where there are many French speakers. She accurately understands and uses numbers 0-40, weather expressions and weather symbols. She generally pronounces accurately but needs to develop French intonation. As she gains confidence, she will also be able to make her presentations more enthusiastically. J is able to go beyond minimum expectations in using her knowledge of French to communicate creatively. J's listening skills are very good.

High schools, as well as some elementary and junior high schools, will expect teachers to prepare a formal mark. This mark (letter grade or percentage) can be based on a number of evaluation activities, including the final mark on a unit/project and the accompanying listening, reading, writing and speaking activities of the unit/project. A mark will be based on as wide a sample of student work as possible and should reflect the amount of time spent on each activity. Teachers may also wish to include tests in the evaluation of student progress. The next section will review the preparation and possible uses of language tests.

Evaluating to Determine Student Progress

Evaluation procedures measure the level of performance of students at a given moment in their learning. The test is one of several useful tools for assigning a quantitative value to the students' performance. Among the many types of second language tests that teachers can prepare, two kinds, progress tests and achievement tests, will be discussed here in relation to the framework of a multidimensional curriculum.

Progress tests are based on the specific set of learner expectations established for a unit/project and they measure the degree to which students have met those expectations. Because they are based on a particular set of learner expectations, progress tests fall into the category of criterion-referenced tests. These tests can also serve a diagnostic function since the results can be interpreted with reference to a clearly specified set of criteria. Teachers can use the results to ascertain weaknesses in individual student performance and/or the performance of the class and make a decision to reintroduce a certain concept during the next unit/project.

Achievement tests, on the other hand, are much broader in scope and are most often administered at the end of a term, sublevel or level of language learning. Because they are based on a large portion of a specified curriculum, they are used to determine the overall communicative ability of students at a given point in their language learning, e.g., within the parameters of the fields of experience studied up to a certain point. These tests are also criterion-referenced since they are based on a specified body of knowledge and skills, the FSL program of studies (1991).

Progress Tests

Teachers may or may not choose to administer a test after completing an integrated unit/educational project. After all, the unit/project and the steps leading to its completion have given ample opportunity for evaluation activities, both formative and summative. However, there may be many reasons why teachers choose to administer a test. For example, students at the **Advanced** level have just completed a unit/project that involves an oral presentation such as a debate. Since the unit/project involves significant reading and note-taking in preparation for the debate, teachers may wish to evaluate progress in reading and writing skills by means of a test. In grades 7 or 10, students at the **Beginning** level may need the challenge of learning activities that develop reading and writing skills. Since the final unit/project emphasizes oral skills and some reading and writing skills, a test can be used to measure these skills (see Appendix A for an example of such a test).

Progress tests, like the evaluation procedures of the integrated unit/educational project, must also reflect the integrated multidimensional nature of the program of studies. This means that such tests, because they are criterion-referenced, will be congruent with the learner expectations established for the unit/project, thereby ensuring test validity. To ensure that this is done, teachers are encouraged to follow the “Checklist for Creating an Integrated Test” when formulating a progress test (see Appendix B). In short, this checklist leads the teacher through nine steps, providing teachers with an extensive list of suggestions at each step.

TABLE 7
STEPS IN CREATING AN INTEGRATED TEST

1. Specify the target audience.
2. Specify the learner expectations to be tested.
3. Decide on the language skill(s) to be tested.
4. Decide on the communicative functions to be tested.
5. Decide on the context(s) and situation(s) for the test.
6. Decide on what task(s) students must perform in order to interact appropriately in the test context(s) or situation(s).
7. Ask the questions based on the context/situation you have chosen to ensure that culture is present.
8. Decide on the linguistic focus of the test, keeping context and communicative intent in mind.
9. Decide on which learning strategy (strategies) will be incorporated into the test and identify (a) task(s) in which the strategy (strategies) will be used.

Following these steps will assist teachers in designing tests that are integrated, contextualized and valid.

Suggestions for Types of Question Formats*

Over the years, a variety of procedures and techniques have been developed for testing language knowledge and communicative ability. Each has its strengths and weaknesses and each may focus on different facets of language processing. For some students, closed-ended question formats, such as multiple choice or matching tend to be easier than more open-ended formats. Because students respond differently to different question formats, it is suggested that tests be based on a range of question formats appropriate to the age group and communicative level of the students, rather than on one type of question format only.

**Adapted from d'Anglejan, Harley and Shapson, 1990.*

The following discussion will examine the different types of formats, their usefulness and their drawbacks.

Closed-Ended Question Formats

Closed-ended question formats require students to make a choice on the basis of given information. They are most suitable for assessing knowledge of specific language, cultural content and strategy use. The advantage of closed-ended questions is that they are particularly easy to score. On the other hand, these questions, if they are to be worthy questions, are time-consuming to prepare. More importantly, this type of question format does not elicit authentic language use by the student. Among the most popular closed-ended question formats are multiple choice, true-or-false and matching.

TABLE 8
CLOSED-ENDED QUESTION FORMATS

- | |
|---|
| <ol style="list-style-type: none"> 1. Multiple choice 2. True-or-false 3. Matching |
|---|

Multiple choice formats can be used to assess comprehension of either listening or reading tasks effectively. Depending on the communicative level or cognitive maturity of the students, responses may be pictorial and/or linguistic. See “Examples of Communicative Test Items” (Appendix C) for examples and guidelines for designing such items.

The true-or-false question format can be used effectively to test listening comprehension. To avoid guessing, students may be required to make the appropriate correction for false statements. For example, based on a map of Canada with provincial capitals, meteorological symbols and temperatures, students could be asked to indicate whether the following statements, which they have heard, are “vrai ou faux”:

1. À Vancouver, il fait du soleil. (Faux, il pleut.)
2. À Regina, il neige. Maximum -18 °C, minimum -35 °C. (Vrai.) (and so on)

Other examples are found in Appendix C (using “yes” or “no”).

In matching questions, teachers should avoid the use of decontextualized English-French word matching. Instead, matching can be used effectively in testing word/symbol or word/picture association. See the sample test (Appendix A – Question A) for an example of such items.

Open-Ended Question Formats

Open-ended questions require students to reply in their own words (written or oral) to the information or question provided. Such question formats are advantageous in terms of authenticity for they elicit a whole range of natural, everyday dialogue and they encourage students to take daily oral work seriously. Even though these question formats are more time-consuming and labour-intensive to administer, they are vitally important for assessing production and the experiential aspects of language learning.

TABLE 9
OPEN-ENDED QUESTION FORMATS

- | |
|--|
| <ol style="list-style-type: none"> 1. Written compositions, oral compositions, dialogues, narratives and descriptions 2. Role-playing 3. Cloze procedures |
|--|

Consistent evaluation of responses is a major issue in open-ended question formats. Systematic criteria for assessing an appropriate response or clearly defined rating scales can help, but then students should also be informed of these criteria.

1. Written compositions, oral compositions, dialogues, narratives and descriptions are commonly used open-ended question formats. (See Appendix C for a variety of examples at different language levels). The major issue here is fairness and consistency in scoring. In order to reduce subjectivity, the teacher should prepare grids, guided by the objectives of the task. (See discussion earlier in this document on the designing of grids). Thus an oral task, such as the presentation of a narrative, can be assessed on a scale for overall communicative effectiveness. Additional scales, determined by the language level of the students, might assess any one or more of the following elements: cultural knowledge, strategy use, vocabulary, pronunciation, specified linguistic structures and fluency. The most important principle underlying the use of such grids within an integrated multidimensional curriculum is that they genuinely reflect communicative tasks found within the field of experience under study, not discrete-point dissections of language. (See Appendix D for examples of additional grids that teachers can use or adapt to meet their particular needs).
2. Role-playing is a useful question format for assessing the students' command of general social language or to elicit particular functions (e.g., requesting, persuading, informing, complaining), particular structures (e.g., verb tenses, question forms, adjectives, vocabulary specific to a particular field of experience studied) or use of strategies (e.g., circumlocution, skimming, scanning, informed guessing). Students may be given a specific situation to act out while the teacher plays the role of the interlocutor.

For example, the teacher says/asks: "Tu cherches le bureau de tourisme dans une ville que tu ne connais pas. Tu demandes des directions à un policier. Je suis ce policier. Qu'est-ce que tu dirais?" Evaluation of student performance can be carried out as discussed above. For an extensive discussion of role-playing, suggestions for administration and evaluation, and a wide variety of examples, teachers are encouraged to consult other related resources.

One disadvantage of role-playing is that a student's inhibitions may distort the results. Therefore, in certain situations, such as interaction with inhibited students, extra encouragement by the teacher would be appropriate. Paraphrasing, gestures, further questions to negotiate meaning are some natural negotiation techniques to encourage reticent students to express themselves. Students should not be penalized when they show a need for this kind of help in communicating. Nevertheless, for these students, the use of a variety of question formats is preferred.

3. The cloze procedure, an integrative question format, is widely used as a measure of global second language proficiency. There are a number of variations of this question format: random cloze, rational cloze and dictation cloze.

Random Cloze

Students are presented with a written text of an appropriate level of difficulty and interest, in which every "nth" word has been deleted and replaced by blanks of uniform length. The students' task is to fill in the blanks with the appropriate missing word.

Example 1 (Random Cloze)

Et maintenant, la météo. C'est bien l'hiver.
Qu'est-ce qu'on annonce ___ aujourd'hui? Un peu de tout! Quel ___ horrible!
Si vous êtes obligé de ___ aujourd'hui ___ – petit conseil : appelez un taxi!
___ routes sont couvertes de glace et ___ très dangereuses. La police rapporte
déjà ___ accidents. À l'heure actuelle, on ___ de la pluie verglaçante. Au
cours ___ l'après-midi, ça va se changer ___ neige. On annonce 10 cm pour
___ soir, avec possibilité de pluie avant ___ matin. Donc, voilà! Pas très
intéressant! ___ vous n'avez pas besoin de ___, restez chez vous et écoutez la
___!*

*Adapted with permission from *A la Radio* by Porter and Pellerin, 1989, Copp Clark Pitman, Unité 3, p. 20.

Such tests are thought to draw on a type of language processing that is involved in authentic language behaviour, i.e., the ability to draw on a comprehensive knowledge of the rules of language. Although the cloze

procedure is often scored by accepting only the exact response, risk-taking should be encouraged by allowing for other appropriate responses.

Rational Cloze

The most useful way to use the cloze procedure within the context of this program, especially at the **Beginning** level, might be to test specific aspects of the target language within the field of experience under study. Rational cloze questions involve the deletion of predetermined items, e.g., prepositions, the partitive or newly acquired vocabulary rather than the automatic deletion of every nth word. This is an excellent way to contextualize the testing of grammar and new vocabulary and to allow for some creative use of language learning differences. (See Appendix A – Question D for an example of this question format on a test).

Other variations of the cloze procedure may be even more suitable for students at the **Beginning** level. For instance, blanks can become multiple choice items and students choose among the response options provided, or the correct responses (“mots-ressources”) are provided in random order, as in the example below.

Example 2 (Rational Cloze)

Mots-ressources:

l'hiver, accidents, après-midi, taxi, chez, police, horrible, dix, glace, neige, routes, pluie, intéressant

Qu'est-ce qu'on annonce pour aujourd'hui? Un peu de tout! Quel temps ___!
Si vous êtes obligé de conduire aujourd'hui – petit conseil : appelez un ___!
Les ___ sont couvertes de ___ et sont très dangereuses. La ___ rapporte déjà
plusieurs ___. À l'heure actuelle, on a de la ___ verglaçante. Au cours de
l'___, ça va se changer en ___. On annonce ___ cm pour ce soir, avec
possibilité de pluie avant demain matin. Donc, voilà! Pas très ___! Si vous
n'avez pas besoin de sortir, restez ___ vous et écoutez la radio!*

**Adapted with permission from A la Radio by Porter and Pellerin, 1989, Copp Clark Pitman, Unité 3, p. 20.*

Dictation Cloze

In the dictation cloze, the cloze passage is dictated and the students fill in the gaps in the text before them. The dictation cloze thus becomes a listening and writing task rather than a reading task. This is another excellent format for testing listening comprehension, especially at the **Beginning** level. The dictation cloze also helps students develop their ability to concentrate on a particular task, an important strategy in refining listening skills. Teachers should decide on the way to mark student responses; i.e., they have to decide whether spelling errors count as errors or whether they accept approximations. The “rational cloze” example can also

be used for dictation cloze with or without correct responses (mots-ressources) provided.

When teachers are ready to integrate items they have created in a test, they should consult the checklist in Appendix B to make sure that the test is integrative and contextualized. They must also check the test for validity and reliability by verifying the following two points: 1) the questions in the test must reflect learner expectations and 2) for each learner expectation, there should be more than one question.

Finally, teachers are encouraged to study the section providing a sample of items for tests of communicative competence created for each skill, at each level of language learning (see Appendix C). In addition to providing detailed examples for each category, the section also provides suggestions on how to create similar test items. These items, combined with question format types described earlier, will give teachers an idea of the diversity of means by which students can be evaluated communicatively and in real-life situations/contexts within the parameters of a multidimensional curriculum.

Achievement Tests

Achievement tests may be administered to evaluate the students' progress in keeping with the more general learner expectations of a given communicative level (**Beginning, Intermediate, Advanced**) in the FSL program of studies, 1991. Tests of this kind can be used by teachers to place new students appropriately and to determine whether or not students have attained the requisite knowledge and skills of the **Beginning, Intermediate or Advanced** levels to be able to move on to a higher level.

Such tests, developed at sublevel or level points, can also be created by individual school districts, schools or teachers. The guiding principles outlined for the development of progress tests apply to these tests as well. They should be context-embedded and integrative, and they should also evaluate in a balanced way both the four program components and the four language skills.

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Appendices

Appendix A: Sample Test – “A Weather Report Exam”

BEGINNING 1: THE WEATHER

A Weather Report

Total: _____/60

Name: _____

Date: _____

A. (Reading comprehension: language, general language education)

Write the number of the word which matches the weather symbols from a French-language newspaper weather report.

1. Sunny



2. Heavy cloud or overcast



3. Rain or drizzle



4. Snow



5. 60-km/h northerly winds



6. Gusting winds



7. Sleet



8. Fog



9. Showers



10. Sunny with intermittent cloudy periods



/10

B. (Reading comprehension: culture)

Indicate whether the symbol comes from a newspaper from France (F) or a Quebec (Q) newspaper by writing F or Q in the appropriate space.

1. _____

4. _____

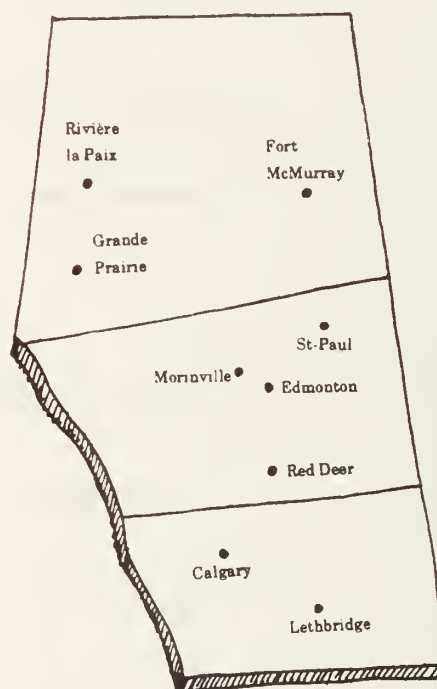
2. _____

5. _____

3. _____

C. (Written expression: communication, culture, language, general language education)

Look at the map of Alberta. You are a radio announcer. Write a weather report for an English-speaking city and a French-speaking town. In your report, use three expressions describing the weather and the high and low temperatures.



Criteria: Organization: /5

Expressions describing the weather: /5

Accuracy of expressions: /5

TOTAL: /15

D. (Reading comprehension/written expression: communication, language)

Refer to the map below and fill in the blanks. Monique and Paul are talking to each other on the telephone. Monique is from Saint Paul.

MONIQUE: Hi, Paul. How's it going?

PAUL: Not great, Monique.

MONIQUE: Why?

PAUL: It's raining here in _____.

MONIQUE: That's a pity. Here, _____.

PAUL: I don't like _____.

MONIQUE: Neither do I. It's _____! We're on holidays. What a shame it's raining. What's the forecast for tomorrow?

PAUL: _____.

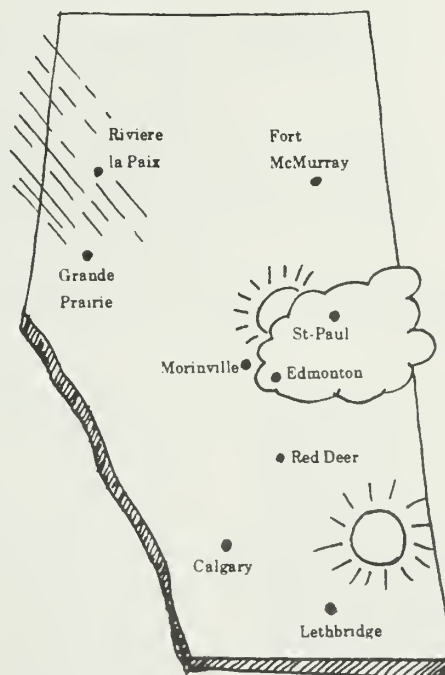
MONIQUE: Too bad. See you. Bye, Paul!

PAUL: Bye!

/5

E. (Written expression: communication, language, general language education)

It's winter! Draw the weather symbols and describe the weather for the three regions on the map.



E. (cont'd)

Criteria: Communication of message: /5

Creativity: /5

Use of expressions: /5

Accuracy of expressions: /5

TOTAL: /20

F. (Reading comprehension/written expression: general language education)

A bit of terminology:

1. Underline four words which resemble English.

Voici un bulletin de météo d'Environnement Canada : «*Possibilité de précipitations ce soir dans la région de Saint-Paul.*»

2. What is the message? (Please write it in French, using your own words.)

/5

Appendix B: Checklist for Creating an Integrated Test and Final Checklist

A. Test Design

The following stages are suggestions for formulating a multidimensional test to evaluate the four components in an integrated fashion. Follow each step and check off your choices as you go along.

Step 1: Specify the target audience.

Level/Sublevel:

Beginning level _____

Intermediate level _____

Advanced level _____

Step 2: Specify the learner expectations to be tested.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Decide on the language skill(s) to be tested.

Aural comprehension: _____

Oral production: _____

Reading comprehension: _____

Written expression: _____

Step 4: Decide on the communicative function to be tested. Here are some suggestions.

listen and understand _____

discuss _____

apologize _____

question _____

negotiate _____

inform _____

order _____

narrate _____

ask for information _____

describe _____

explain _____

infer _____

respond _____

hypothesize _____

give/ask directions _____

express opinions _____

express emotions (surprise,

humour, etc.) _____

(Note: Use the function(s) that best suit(s) the level/sublevel and the educational project.)

Step 5: Decide on the context(s) or situation(s) for the test. Here are some suggestions.

an advertisement in the paper __
 a descriptive paragraph __
 a television excerpt __
 an ad on the billboard __
 a telephone message __
 a francophone magazine/newspaper article __
 a film critique __
 a school newspaper __
 a weather forecast __
 an invitation __
 a sports announcement __
 a P.A. announcement at school __
 a job advertisement __
 a letter giving or requesting information __
 a conversation between an adult and a student __

Step 6: Decide on what task(s) the students must perform in order to respond to the test context(s) or situation(s). Here are just a few examples.

demonstrating understanding of the main points of a message by:

asking/answering comprehension questions __
 underlining the main point(s) __
 choosing the correct answer from a multiple choice list __
 choosing the correct answer from a true-or-false question __
 choosing the correct answer by matching __
 choosing the correct answer by problem-solving __

demonstrating understanding of the finer details of a message by:

asking/answering comprehension questions __
 underlining the main point(s) __
 choosing the correct answer from a multiple choice list __
 choosing the correct answer from a true-or-false question __
 choosing the correct answer by matching __
 choosing the correct answer by problem-solving __

negotiating the meaning of a message by:

asking questions __
 answering questions __
 problem-solving __

reading a text for specific information __

completing a dialogue __

role-playing __

recording a message __

initiating and carrying on a conversation __

answering oral, open-ended questions __

answering written, open-ended questions __
 answering personal questions __
 writing a response/reaction to something __
 writing a letter __
 summarizing (a film, a sports event) __
 critiquing an article, a film, etc. __

Step 7: To ensure that culture is present, ask the following questions based on the context/situation you have chosen.

	Yes	No
Can the presence of Francophones be noted in this context?	_____	_____
Can cultural elements be discerned?	_____	_____
Can francophone activities be identified from this context?	_____	_____
Can differences/similarities be discussed in this context?	_____	_____
Can a francophone contribution be noted in this context?	_____	_____
Can an interpretation of francophone culture be derived from the context?	_____	_____

Step 8: Decide on the linguistic focus of the test, keeping context and communicative intent in mind. Here are some suggestions.

topical vocabulary __
 adjectives __
 imperative mood __
 adverbs __
 affirmative structures __
 connectors: conjunctions, prepositions, etc. __
 interrogative structures __
 negative structures __
 verb tense __
 irregular verbs __
 reflexive verbs __
 pronouns __
 spelling __
 pronunciation __
 application of grammar rules __
 language registers: formal, informal, colloquial expressions, etc. __
 appropriate expressions to initiate or conclude oral or written communication __

Step 9a: Decide on which learning strategy (strategies) will be incorporated into the test. (These are the major ones. You may have others you wish to employ.)

global understanding (tolerance of ambiguity) __
risk-taking __
word-symbol associations __
recognizing cognates __
using observation skills __
hypothesizing __
analysing __
using inductive reasoning __
using deductive reasoning __
self-correction __
using circumlocution (using gesture or other known words) to
sustain a communicative intent __

Step 9b: Identify a task(s) in which the strategy (strategies) will be used. Here are just a few suggestions.

identifying the key words __
writing following a model __
guessing __
giving an opinion and one supporting argument __
problem-solving __
asking questions __
evaluating one's work __
editing one's work __
following instructions __

The above steps ensure that the four components are being incorporated in the test. The next two steps are "housekeeping" items.

Step 10: Consider how you will administer your test item. Is the test for:

individuals? __	small groups? __
partners? __	whole class? __

Step 11: Note any equipment, resource person(s) and materials required.

paper and pencil __
tape, microphone and cassette recorder __
visuals __
handouts __
interviewer __
separate/quiet room __

B. A Final Checklist

Once you have completed your test, you may wish to do a final check to ensure that the following elements are included:

1. Does the test:

- contain an introduction to establish the context? __
- provide clear instructions for the test-taker? __
- reflect the purpose of the test? __
- assess the learner expectations relating to all four components:
 - experience/communication? __
 - culture? __
 - linguistic code? __
 - general language education? __
- relate to the students' world knowledge? __
- relate to the field of experience explored? __
- reflect natural and authentic real-life context(s)? __
- reflect francophone culture in a non-stereotype fashion? __
- test the linguistic knowledge presented in class? __
- respect the cognitive maturity of the students? __
- challenge the students? __
- encourage strategy use? __

2. Does the test help learners to:

- contribute their own linguistic and personal knowledge? __
- use different levels of thinking skills? __
- see progress in their learning? __
- be creative with their linguistic knowledge? __

Appendix C: Exemples d'activités d'évaluation de communication tirés du document "Guide d'évaluation des élèves"

Introduction

Le but de cette annexe est de suggérer des éléments communicatifs pour l'évaluation des quatre habiletés communicatives, et ce, à chaque niveau.

Le choix final revient toujours à l'enseignant(e) qui doit tenir compte des apprenants, des objectifs à évaluer par rapport aux quatre composantes du programme d'études, des ressources disponibles et du temps mis à sa disposition.

Pour vous aider, les éléments de chaque niveau ont été divisés en quatre en tenant compte de l'habileté présentée. Chaque élément a des objectifs qui sont décrits en fonction des composantes du programme d'études. On décrit le domaine d'expérience traité, le but de la communication, le point culturel sur lequel on met l'accent; et on précise quelle est la stratégie la plus employée et quels éléments de la langue seraient évalués dans le contexte indiqué. À la fin de chaque élément, on donne un ou des critère(s) d'évaluation.

À vous de choisir à partir des suggestions faites et des idées de votre cru.

Niveau Débutant

COMPRÉHENSION DE L'ORAL

Grâce à cette activité, on évalue la compréhension globale du message. L'apprenant s'appuie aussi sur les éléments graphiques de l'activité pour retrouver les détails descriptifs qu'il/elle a entendus.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : L'habillement

But de la communication : comprendre une description physique et vestimentaire, et faire des déductions en se servant d'éléments graphiques

Contexte : jeu-devinette «de qui s'agit-il?»

Culture : identifier une présence francophone

Exactitude de la langue : vocabulaire de la personne et de l'habillement, verbes descriptifs et de présentation

Formation langagière générale : se concentrer sur la tâche

Activité d'évaluation

L'apprenant a devant lui/elle trois dessins ou photos de personnages habillés différemment. L'enseignant(e) décrit l'un d'eux et l'élève doit montrer celui dont il s'agit.

Les détails descriptifs peuvent être : les cheveux, le pantalon ou la jupe, le type de chaussures, et/ou les caractéristiques : barbe, lunettes, etc.



Exemple d'une description :

Voilà un homme. Il porte une chemise de nuit blanche. Il n'a pas de cravate. Il a un drôle de chapeau blanc. Il a un nez bizarre. Il est très content et il a un grand sourire. Qui est-ce?

Paramètres de l'activité d'évaluation

Trouver au moins quatre dessins ou photographies de personnages connus des apprenants ou qui comportent des caractéristiques drôles. En choisir un et en faire une description simple, en insistant sur les détails qui décrivent tout spécialement l'image choisie.

On peut varier ce test en changeant le thème. Par exemple, on peut choisir de décrire une saison, un objet familier de la salle de classe ou encore, un lieu connu de tous (p. ex. : cafétéria) et faire deviner aux élèves de quoi il s'agit.

Critères d'évaluation

On pourrait vérifier la compréhension de deux façons : en groupe, on emploie une feuille où les apprenants doivent numéroter les descriptions données; avec chaque apprenant, on peut employer une grille comme celle ci-dessous en cochant le degré de réussite.

Nom de l'apprenant : _____

	Oui	Non
Description 1	☐	☐
Description 2	☐	☐
Description 3	☐	☐
etc.		

COMPRÉHENSION DE L'ORAL

La situation de communication dans l'activité d'évaluation suivante est une conversation entre deux amis de l'âge des élèves qu'on évalue. Le langage en est simple; il y a quelques conventions discursives qui sont appropriées à ce type de dialogue et à leur niveau; par exemple, «comment ça va?». On évaluera également l'exactitude de leur compréhension de l'information transmise dans ce dialogue.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les fêtes et les célébrations

But de la communication : compréhension de l'information transmise à l'aide de questionnement

Contexte : dialogue entre deux amis

Culture : identification d'une présence francophone

Exactitude de la langue : structures interrogatives et de surprise, français parlé informel, vocabulaire de la famille et utilisation du futur simple

Formation langagière générale : identifier le sens d'un mot selon le contexte

Activité d'évaluation

Écoute deux fois le dialogue entre Annette et son amie Carole. Lis les réponses puis écoute à nouveau le dialogue avant de choisir la bonne réponse :

C : Bonjour Annette, comment ça va?

A : Bien, et toi?

C : Oh! très bien, demain c'est ma fête et toute ma famille va être réunie.

A : Toute?

C : Oui, oui, mes parents et ma sœur, puis mon oncle, ma tante et mes trois cousins de Trois-Rivières. On va faire un barbecue dans le jardin. Est-ce que tu veux venir?

A : Ah oui! j'aimerais ça.

C : Bon alors, à demain, à midi!

Encerle la bonne réponse :

1. a) Demain, c'est la fête d'Annette.
b) Demain, c'est la fête de Carole.
c) Aujourd'hui, c'est la fête de Carole.
2. a) Ses grands-parents vont être là.
b) Ses cousins vont être là.
c) Son frère va être là.
3. a) Le barbecue commence le matin.
b) Le barbecue commence à midi.
c) Le barbecue commence le soir.
4. a) Le barbecue va être dans le parc.
b) Le barbecue va être dans le jardin.
c) Le barbecue va être dans la cuisine.
5. a) Son oncle et sa famille sont de l'Alberta.
b) Son oncle et sa famille sont du Québec.
c) Son oncle et sa famille sont de la Saskatchewan.
6. Réunie, dans ce dialogue, veut dire :
a) être invitée
b) être séparée
c) être ensemble

Paramètres de l'activité d'évaluation

Choisir une situation de la vie courante des apprenants (p. ex. : dialogue dans la famille, entre amis à propos d'un voyage ou de l'habillement) dont le vocabulaire

et les structures (formules de salutations, d'initiation de conversations, etc.) ont été étudiés avant le test. Puis préparer un dialogue simple entre deux interlocuteurs. Ensuite rédiger des questions de compréhension où les réponses apparaissent sous forme de choix multiples. Il faut s'assurer que les choix soient mutuellement exclusifs et qu'il n'y ait qu'une seule réponse possible. Faire écouter deux fois le passage aux apprenants puis leur faire lire les réponses et réécouter le passage une troisième fois. Ce type de conversation permettra aux apprenants de se familiariser avec la langue parlée. Les instructions du test doivent être en français. On s'assurera que les élèves connaissent bien le vocabulaire et les structures utilisés.

Critère d'évaluation

Un point pour chaque bonne réponse.

COMPRÉHENSION DE L'ÉCRIT

Grâce à cette activité on peut évaluer la compréhension de l'information transmise dans un court paragraphe descriptif. On peut utiliser du vocabulaire spécialisé déjà étudié, mais il doit être placé dans un contexte cohérent.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : La communauté

But de la communication : comprendre des détails simples descriptifs et faire des hypothèses

Contexte : paragraphe descriptif d'une profession

Culture : identification de la présence francophone

Exactitude de la langue : langue écrite simple, vocabulaire du temps (météo), verbes d'action, adverbess de temps et utilisation du présent

Formation langagière générale : associer un message écrit à une illustration

Activité d'évaluation

Qui est-ce?

Lis le paragraphe suivant et encercle le bon dessin :

Pendant toute l'année, même quand il fait très froid ou quand il pleut, il circule dans les rues ou sur les routes pour apporter notre courrier. Il commence souvent très tôt le matin à distribuer lettres, revues et colis.

Dessins de quatre têtes avec coiffure :
facteur, pompier, ouvrier de construction, cuisinier.



Paramètres de l'activité d'évaluation

Trouver ou créer un texte simple qui décrit un domaine d'expérience connu des élèves (p. ex. : l'école, la communauté, les sports) dont le vocabulaire a déjà été étudié. Puis préparer des illustrations qui démontrent très clairement le sens du vocabulaire employé dans le texte. Les instructions du texte doivent être en français. On s'assurera que les élèves connaissent bien le vocabulaire et les structures utilisés.

Critère d'évaluation

Un point pour chaque bonne réponse.

COMPRÉHENSION DE L'ÉCRIT

Cette activité de communication permet d'évaluer la compréhension au niveau de l'exactitude de l'information transmise : une affiche authentique trouvée sur un babillard à l'école avec du vocabulaire connu.

Les objectifs de l'activité sont les suivants :

Domaine d'expérience : L'école

But de la communication : comprendre des renseignements de base et des instructions précises

Contexte : les petites annonces

Culture : identifier une présence francophone

Exactitude de la langue : utilisation de vocabulaire courant et descriptif, du verbe pouvoir et du temps présent

Formation langagière générale : identifier le sens des mots en utilisant le contexte

Activité d'évaluation

Voici une petite annonce du journal de ton école. Lis cette annonce et réponds par oui ou par non :

CHAT À DONNER

Joli chat cherche une maison. C'est un mâle âgé d'un an.

Il a le poil long, gris et blanc.

Si tu es intéressé, tu peux téléphoner au 243-2565 le soir ou les fins de semaine.

	OUI	NON
1. C'est un chien à donner.	—	—
2. C'est un petit chat à vendre.	—	—
3. L'animal a douze mois.	—	—
4. L'animal est tout de la même couleur.	—	—
5. Tu peux téléphoner le samedi ou le dimanche.	—	—
6. Les «fins de semaine» veulent dire la même chose que les «weekends».	—	—

Paramètres de l'activité d'évaluation

Pour cette activité, utiliser d'authentiques messages trouvés à l'école ou adapter ceux qui se trouvent chez le dépanneur du coin (à côté de l'école) et dont le thème comporte un certain intérêt pour les élèves (p. ex. : l'achat ou la vente d'une bicyclette usagée, une offre de travail pour la distribution de journaux, etc.). S'il y a des mots difficiles, simplifier le texte du message ou donner une petite définition du mot en français, à côté du texte, ou encore employer un dessin. Les instructions de l'activité doivent être en français. On s'assurera que les apprenants connaissent bien le vocabulaire et les structures utilisés.

Critère d'évaluation

Un point pour chaque bonne réponse.

PRODUCTION ORALE

Cette activité présente une situation de communication authentique et simple : laisser un message avec des renseignements de base sur le répondeur téléphonique de son ami.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les personnes autour de soi

But de la communication : produire quelques renseignements sous forme de message

Contexte : message sur répondeur téléphonique

Culture : employer la langue courante

Exactitude de la langue : présentatif (c'est, il est), les chiffres, temps présent

Formation langagière générale : créer volontairement un message simple à partir des mots et des phrases courantes

Activité d'évaluation

Tu téléphones à ton amie Christine mais elle n'est pas là. Laisse un message sur son répondeur avec ton nom, ton numéro de téléphone et l'heure de ton appel.

Paramètres de l'activité d'évaluation

Le téléphone est un moyen de communication privilégié dans la vie des adolescents; il s'agit simplement de trouver une situation authentique où l'élève doit laisser un message. Le thème peut varier : inviter un ami à une partie de baseball, demander de l'aide pour un devoir, etc. On pourrait tout aussi bien laisser un message à un(e) ami(e), à son enseignant(e) de français ou à sa mère. Une fois le thème et l'interlocuteur trouvés, il faut choisir quelle information l'élève devra donner dans son message pour que les instructions soient claires; par exemple : «tu dois donner ton numéro de téléphone».

L'élève doit enregistrer sa voix pour que l'expérience reproduise exactement celle de la vie réelle.

Critères d'évaluation :

Exactitude du message;

Exactitude de la langue (structure, vocabulaire, prononciation).

PRODUCTION ORALE

Dans l'activité suivante, il s'agit de produire un message dirigé à toute l'école, d'utiliser la fonction descriptive de la langue avec du vocabulaire habituel, et de donner des directives précises.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : L'habillement

But de la communication : décrire un objet courant et déterminer un endroit précis

Contexte : annonce d'un objet trouvé

Exactitude de la langue : vocabulaire de l'habillement, verbe indiquant l'emplacement, temps présent

Formation langagière générale : créer volontairement un message simple à partir du vocabulaire et des phrases courantes

Activité d'évaluation

Aujourd'hui à l'école tu trouves un chandail. Tu transmets un message à l'interphone. Décris le chandail : sa couleur, sa forme, sa taille et dis où on peut le trouver.

Paramètres de l'activité

Avant de commencer cette activité d'évaluation, demander aux élèves d'écouter des messages à l'interphone pour se familiariser avec les thèmes présentés et les expressions utilisées. Expliquer à l'élève que pour produire son annonce, il ou elle doit utiliser les mêmes stratégies qu'en anglais et donc qu'il faudra se référer à son propre domaine d'expérience. Par exemple, penser aux messages entendus à l'interphone pendant la semaine. Pour administrer le test, donner à l'élève une carte sur laquelle l'activité et l'article seront décrits pour qu'il ou elle puisse lire les consignes. Mettre l'élève à l'aise et lui laisser assez de temps pour réfléchir à son message avant qu'il ou elle commence à parler. L'encourager à parler fort et à donner beaucoup de détails descriptifs pour préciser l'information transmise. Enfin, donner un microphone à l'élève pour que la situation soit plus réelle et pour l'enregistrer. On peut changer le thème du message en changeant le type d'objets trouvés, par exemple : un portefeuille ou bien un carnet d'adresses.

Critères d'évaluation :

Exactitude du message;

Exactitude de la langue (structure, vocabulaire, prononciation).

EXPRESSION ÉCRITE

L'élève sera évalué sur l'exactitude de l'information transmise. La rédaction du message et le vocabulaire en sont simples.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les personnes autour de soi et la communauté

But de la communication : écrire des renseignements spécifiques

Contexte : une note pour un membre de la famille

Culture : identifier un nom français dans le texte

Exactitude de la langue : style informel (note), vocabulaire (date, heure et lieu)

Formation langagière générale : identifier le sens du message en utilisant le contexte

Activité d'évaluation

Dr Tremblay, le dentiste, vient de téléphoner. Ta mère a un rendez-vous demain à deux heures. Écris une note pour dire à ta mère d'aller chez le dentiste. Identifie la personne qui a appelé et donne le jour et l'heure exacte du rendez-vous.

Paramètres de l'activité d'évaluation

Donner à chaque élève une feuille avec les consignes de l'activité en laissant assez d'espace pour qu'il ou elle puisse rédiger la note en-dessous. Choisir une situation que les élèves connaissent, puis expliquer que pour rédiger cette note il faut se servir de son propre domaine d'expérience. Ils devront, par exemple, penser à la dernière note qu'ils ont écrite à la maison. Laisser un temps de réflexion aux élèves puis leur demander de rédiger le texte de leur message. Les encourager à donner tous les détails nécessaires pour que le message soit clair. On peut varier l'activité en changeant la personne à qui est adressé le message ainsi que son thème, par exemple : un ami de ton frère veut rencontrer ce dernier à 19 heures, le rendez-vous que ta sœur avait chez le médecin a été annulé, etc. Dans cette activité, on ne fournit aucune indication aux élèves quant au format à utiliser pour la rédaction de la note, ce qui ajoute un cran à la difficulté d'exécution. En contrepartie, les élèves peuvent utiliser un style très personnel et avoir plus de liberté dans la présentation de cette note.

Critères d'évaluation

Exactitude du message;
Exactitude de la langue (structure, vocabulaire, orthographe).

EXPRESSION ÉCRITE

Cette activité d'évaluation permet d'évaluer l'emploi créatif de la langue à l'écrit.

Les objectifs de l'activité sont les suivants :

Domaine d'expérience : Les activités

But de la communication : écrire les directives pour jouer un nouveau jeu

Contexte : les règles du jeu

Culture : employer une règle du jeu de pétanque et une autre du hockey

Exactitude de la langue : l'impératif, les verbes en -ER; le vocabulaire approprié

Formation langagière générale : identifier le sens des mots en utilisant le contexte

Activité d'évaluation

Tu dois donner une explication à tes pairs des cinq principales règles du nouveau jeu «Pétockey». Écris les cinq directives nécessaires pour gagner.

Paramètres de l'activité d'évaluation

Choisir deux mots français qui peuvent être facilement fusionnés et qui apportent des points connus par tous les élèves. Ensuite, on crée un nouveau mot qui rejoint les points soulevés par les deux mots d'origine, et on demande aux élèves de développer une nouvelle définition de ce mot. On peut varier l'élément d'évaluation en choisissant un objet plutôt qu'une activité. Le but ici est de développer chez l'élève l'habileté de création langagière en l'obligeant à employer ses connaissances linguistiques.

Critères d'évaluation

Exactitude du message;
Exactitude de la langue (structure, vocabulaire, orthographe);
Créativité.

Niveau Intermédiaire

COMPRÉHENSION DE L'ORAL

Dans cette activité, on va évaluer la compréhension de différents détails descriptifs (poche, poignée, etc.). L'élève pourra s'appuyer sur les illustrations de l'article en question. On peut varier cette activité à partir d'objets différents ou en employant des personnes comme exemples.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : La santé et l'exercice physique; la mode; le monde du travail

But de la communication : comprendre une description et faire des déductions en se servant d'éléments graphiques

Contexte : deviner de quel objet il s'agit

Exactitude de la langue : français parlé, vocabulaire descriptif (p. ex. : en toile grise, avec une poche, fermeture éclair), pronom personnel complément (l')

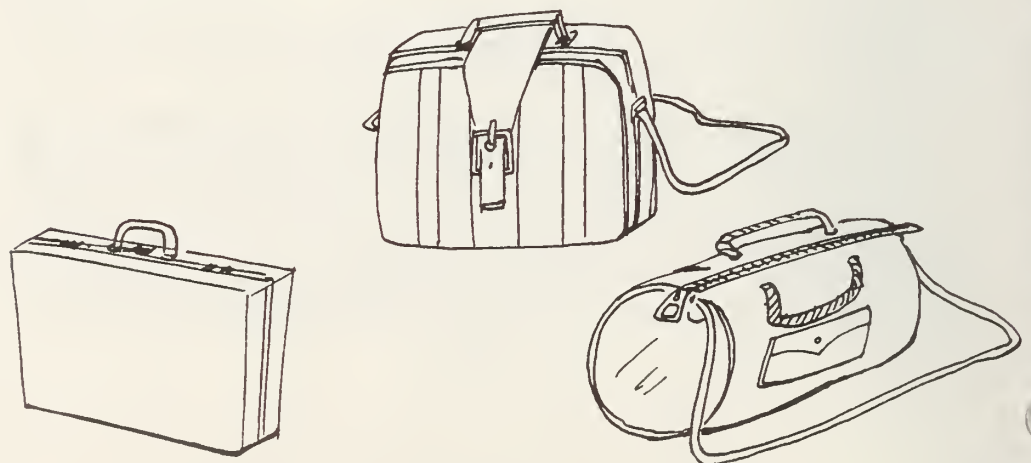
Formation langagière générale : faire des hypothèses sur les points-clés

Activité d'évaluation

Pendant les vacances, tu travailles au Bureau des objets trouvés de la gare d'autobus. Un adolescent se présente, et il te décrit le sac qu'il a oublié la veille dans l'autobus 51. Écoute sa description deux fois, puis choisis quel sac tu vas lui rendre :

«J'ai oublié mon sac hier dans l'autobus 51. Il était vers dix-huit heures. Mon sac est en toile grise assez épaisse. Il a une poche sur le côté. Il se ferme avec une fermeture éclair. Il a une poignée sur chaque côté et aussi une bandoulière pour le porter sur l'épaule. Est-ce que vous croyez qu'on vous l'a rapporté?»

Dessins de trois sacs :



Paramètres de l'activité d'évaluation

Choisir un objet connu des élèves, à l'intérieur d'une situation authentique (l'oubli d'un sac dans un autobus). Pour créer le texte enregistré, demander à d'autres élèves de le rédiger (p. ex. : un autre groupe de la même classe ou d'une autre classe). Ainsi se sert-on de l'expérience des élèves et de leur connaissance de ce type d'énoncé. On peut leur montrer les similarités entre le français et l'anglais au niveau des stratégies du discours. Faire enregistrer le passage par une personne francophone pour que les élèves s'habituent à une prononciation différente ou à un accent différent.

Critère d'évaluation

Un point pour chaque bonne réponse.

COMPRÉHENSION DE L'ORAL

Ce court extrait radiophonique présente une annonce pour un emploi à temps partiel. Le style est informel. On évaluera autant la compréhension des structures que celle du contenu.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Le monde du travail

But de la communication : compréhension de renseignements et d'instructions précises

Contexte : un extrait radiophonique

Exactitude de la langue : français parlé, expressions courantes (p. ex. : au micro, voilà ta chance), vocabulaire des emplois (p. ex. : moniteur, expliquer, activités), emploi du présent, du passé composé et de l'impératif

Formation langagière générale : faire des hypothèses sur les points-clés

Item

Écoute deux fois ce court extrait de radio et réponds aux questions par un oui ou par un non et donne la bonne réponse dans le cas d'un non :

«Au micro c'est Yves qui vous parle, bonjour!

Pour les vacances qui s'en viennent, on demande un ou une jeune de 14 à 16 ans pour travailler comme moniteur ou monitrice toutes les fins de semaine au Centre culturel francophone. Tu as déjà travaillé avec des enfants et tu sais bien comment leur expliquer de nouvelles activités. Tu préfères être dehors et tu pratiques différents sports. Alors, voilà ta chance! Compose vite le 233-4040!»

Questions :	OUI	NON	CORRECTION
1. On offre un emploi d'enseignant(e).	_____	_____	_____
2. Il faut avoir au moins dix-huit ans.	_____	_____	_____
3. On doit aimer les sports.	_____	_____	_____
4. Il faut s'occuper de personnes âgées.	_____	_____	_____
5. On doit parler français	_____	_____	_____

Paramètres de l'activité d'évaluation

Enregistrer un court extrait d'un programme de radio en français pour que les élèves s'habituent à une prononciation ou à un accent différent du leur ainsi qu'à un rythme plus rapide que celui de la salle de classe. Choisir un extrait dont le thème intéresse les élèves et qui correspond à leur domaine d'expérience (les emplois d'été). Rédiger des questions de compréhension auxquelles les élèves répondront par un oui ou par un non. L'information et les instructions auront été transmises par l'extrait.

Critère d'évaluation

Un point pour chaque bonne réponse.

Quand les élèves doivent donner la réponse correcte, il faut seulement corriger le sens de leurs messages et non l'orthographe à moins qu'elle n'empêche la compréhension du message.

COMPRÉHENSION DE L'ÉCRIT

Pour ce texte, les élèves doivent découvrir des indices qui leur permettront de trouver de quel sport il s'agit; ainsi, en plus de bien comprendre les détails, ils doivent également avoir une compréhension générale du passage.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : La santé et l'exercice physique

But de la communication : comprendre des détails simples et descriptifs

Contexte : deviner de quel sport il s'agit

Exactitude de la langue : vocabulaire spécialisé du domaine des sports (p. ex. : jeu, équipe, circuler, pratiquer), adjectifs descriptifs (p. ex. : dangereux, spécial), verbe impersonnel (il faut) et structure comparative (le plus)

Formation langagière générale : faire des hypothèses sur les points-clés

Activité d'évaluation

Lis les instructions suivantes et à partir de ces explications, écris le nom du sport :

Pour pouvoir pratiquer ce sport qui peut être dangereux, tu dois porter un équipement spécial. Le but de ce jeu est de faire circuler une petite rondelle de caoutchouc, sur glace, entre les différents joueurs de la même équipe. Il faut arriver à placer la rondelle dans les filets de l'équipe adverse. Ce sport demande de la rapidité, de l'adresse et de la précision en même temps qu'une excellente forme physique. La saison dure de six à sept mois par année.

C'est quel sport? _____

Paramètres de l'activité d'évaluation

Choisir un domaine d'expérience que les élèves connaissent et aiment, et dont le vocabulaire a été étudié auparavant (p. ex. : les sports, le monde du travail). Puis rédiger un paragraphe expliquant le thème choisi (comment pratiquer ce sport) et contenant beaucoup de détails descriptifs. Il ne doit y avoir qu'une réponse possible.

Critère d'évaluation

Un point pour chaque bonne réponse.

Il faut donner un point pour la réponse à moins que l'orthographe n'empêche de bien comprendre tout le message.

COMPRÉHENSION DE L'ÉCRIT

Ce texte est tiré d'un magazine. Il permettra d'évaluer la compréhension d'un paragraphe de style formel avec différents temps (p. ex. : présent, passé composé) et dont le sujet pourrait intéresser les élèves de cet âge (p. ex. : une compétition musicale).

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les clubs et les associations, l'argent

But de la communication : comprendre l'information d'un texte avec les temps présent et passé

Contexte : un article de magazine au sujet d'une compétition musicale

Culture : identifier les différences et les ressemblances dans les niveaux scolaires

Exactitude de la langue : style écrit formel, verbes irréguliers (vouloir, pouvoir),
verbes pronominaux (s'inscrire, se dépêcher), verbe
impersonnel (il faut), pronom personnel complément
(y), emploi du présent et du passé composé

Formation langagière générale : faire des hypothèses sur les points-clés

Activité d'évaluation

Lis l'article de journal qui suit et choisis ensuite les bonnes réponses.

Depuis dix ans il y a des musiciens et musiciennes du Canada et des États-Unis qui participent à «Music Fest». C'est une compétition qui a lieu à Toronto où se rendent des chanteurs, des chanteuses et des groupes qui viennent des universités, des collèges et des écoles secondaires. En 1987, une jeune Québécoise a gagné le premier prix. La ministre fédérale des Communications lui a donné une bourse de 3 500 \$. Si toi aussi tu veux y participer, il faut t'inscrire avant le 30 décembre; alors, dépêche-toi!

Questions :

1. L'article parle
 - a) d'une compétition musicale au Québec;
 - b) d'une compétition musicale en Ontario;
 - c) d'une compétition sportive à Toronto;
 - d) d'une compétition éducative à Saint-Paul.
2. C'est une compétition
 - a) à laquelle seulement les Canadiens et les Canadiennes peuvent participer;
 - b) à laquelle seulement les Américains et les Américaines peuvent participer;
 - c) à laquelle tout le monde en Amérique du Nord peut participer;
 - d) pour laquelle on doit pouvoir chanter en français.
3. Tu peux t'inscrire
 - a) si tu fréquentes une école élémentaire;
 - b) si tu fréquentes un CEGEP;
 - c) si tu fréquentes l'école secondaire ou post-secondaire;
 - d) si tu es musicien(ne) professionnel(le).
4. Tu dois t'inscrire
 - a) avant la fin de l'année;
 - b) avant la rentrée scolaire;
 - c) aussitôt que possible;
 - d) après le 30 décembre.

5. Le premier prix
- a) est une bourse provinciale;
 - b) est une bourse fédérale;
 - c) est en dollars américains;
 - d) est de 3 500 francs.

Paramètres de l'activité d'évaluation

Trouver un article dans une revue ou un journal portant sur un thème qui intéresse les élèves (p. ex. : la mode, l'environnement) et dont ils connaissent le vocabulaire. Au besoin, simplifier le texte ou donner les mots difficiles dans un glossaire français. S'assurer que le texte comporte les structures grammaticales et les temps des verbes à évaluer. Puis rédiger quelques questions de compréhension sur l'information transmise. Les élèves doivent choisir la meilleure réponse.

Critère d'évaluation

Un point pour chaque bonne réponse.

PRODUCTION ORALE

Cette activité d'évaluation présente un échange vraisemblable entre deux pairs. Le style est informel mais l'élève devra utiliser les formes appropriées pour s'excuser. Il/elle aura la possibilité d'utiliser la forme négative ou interrogative dans ce court échange.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les ami(e)s du cœur

But de la communication : s'excuser auprès d'un(e) ami(e)

Contexte : interaction avec un pair à propos de la perte d'un objet

Exactitude de la langue : style informel, formules d'excuse (p. ex. : je m'excuse, je suis désolé[e], je regrette), structures négatives (je n'arrive pas à trouver...) et interrogatives (est-ce que je peux...), intonation appropriée

Formation langagière générale : identifier ses besoins communicatifs face à la tâche en définissant le problème et en établissant les objectifs

Activité d'évaluation

Un ami t'a prêté son manuel de mathématiques. Tu veux le lui rendre mais tu ne le trouves plus. Qu'est-ce que tu lui dis quand tu le rencontres à la cafétéria?

Paramètres de l'activité d'évaluation

Choisir une situation authentique où l'élève devra présenter des excuses ou bien exprimer d'autres émotions (p. ex. : sympathie, regrets, etc.). Suivant l'interlocuteur auquel l'élève s'adresse, le style utilisé sera plus ou moins formel (son enseignant[e] de français ou un[e] ami[e]).

Critères d'évaluation

Organisation des idées;
Clarté du message;
Exactitude de la langue (structure, vocabulaire, prononciation);
Créativité du message.

PRODUCTION ORALE

Pour cette activité l'élève, dans un style assez formel (un compte rendu devant la classe entière), doit donner son opinion à propos d'un film de son choix. Il/elle devra utiliser un contexte au passé pour raconter une scène. Il/elle emploiera des constructions comparatives et justifiera son choix de film.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : La vie sociale

But de la communication : donner oralement une opinion préparée à l'avance

Contexte : faire un compte rendu et la critique d'un film

Exactitude de la langue : style formel, expressions d'opinion (p. ex. : à mon avis, je pense que), structures de comparaison (meilleur que), emploi des temps « présent » et « passé »

Formation langagière générale : développer et utiliser ses propres instruments de référence

Activité d'évaluation

Ce matin tu dois faire un compte rendu, en français et devant ta classe, d'un film que tu as vu. Dans cet exposé, dis si tu l'as aimé et pourquoi, identifie quelle en était la scène la plus marquante et enfin compare-le à un autre film.

Paramètres de l'activité d'évaluation

Demander à l'élève de choisir un spectacle (p. ex. : film, pièce de théâtre) ou un livre (p. ex. : roman, nouvelle) qu'il ou elle a aimé et d'en faire un compte rendu critique devant la classe. Bien préciser dans les instructions tout ce que cet exposé doit comporter : est-ce que l'élève a aimé le film, pourquoi, raconter une scène marquante et finalement le comparer à un autre. On pourra enregistrer l'exposé de l'élève afin de faciliter le processus de correction du test.

Critères d'évaluation

Contenu;
Clarté du message;
Exactitude de la langue (structure, vocabulaire, prononciation);
Organisation des idées;
Créativité.

EXPRESSION ÉCRITE

L'élève doit rédiger une invitation simple en utilisant le vocabulaire et les expressions déjà étudiés.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les fêtes et les célébrations

But de la communication : rédiger une note de faire-part

Contexte : une note invitant quelqu'un à une célébration

Culture : employer ses connaissances des différences et des ressemblances entre les invitations formelles et informelles

Exactitude de la langue : créer des phrases simples reliées entre elles en utilisant les expressions et le vocabulaire appropriés

Formation langagière générale : identifier ses besoins face au développement d'une invitation formelle ou informelle.

Activité d'évaluation

Écris une carte de faire-part à _____ pour l'inviter à ta partie (fête). Au moins, décris quand, où et à quelle heure elle aura lieu. C'est à toi de choisir le style approprié.

Paramètres de l'activité d'évaluation

À partir de ces objectifs, identifier une situation authentique où l'élève devrait écrire une note de faire-part. Par exemple, l'élève envoie un petit mot à son correspondant francophone l'invitant à venir passer une fin de semaine chez lui/elle. Les instructions du test doivent être en français. On s'assurera que les élèves connaissent bien le vocabulaire et les structures utilisés. En variant le destinataire et le thème de l'invitation, on peut changer les termes d'adresse en allant du plus formel (p. ex. : inviter une personnalité de la communauté francophone à venir parler en classe) au moins formel (p. ex. : inviter un[e] ami[e]).

Critères d'évaluation

Exactitude du message;
But du message;
Exactitude du vocabulaire;
Exactitude des expressions appropriées à une invitation;
Orthographe.

EXPRESSION ÉCRITE

Dans cette activité d'évaluation, on demande à l'élève de produire un type spécifique d'écrit : une lettre. L'objectif étant d'obtenir des renseignements, le style doit être formel. On pourra évaluer, en plus des structures interrogatives, les formules d'ouverture et de fermeture et voir si elles sont appropriées.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les voyages et les excursions

But de la communication : demander des renseignements dans un écrit de type formel

Contexte : une lettre à un hôtel pour obtenir certaines informations

Culture : identifier le style approprié pour écrire une lettre au Canada ou en Europe

Exactitude de la langue : style formel, formules d'ouverture et de fermeture pour une lettre : (p. ex. : Cher Monsieur, Je vous prie d'accepter), structures interrogatives (p. ex. : avez-vous?, quels sont les prix?) et temps appropriés (p. ex. : futur simple et présent)

Formation langagière générale : corriger ses erreurs lorsqu'il/elle en est conscient

Activité d'évaluation

Ta classe prépare un voyage au Québec ou à Paris pour cet été. Tu es chargé(e) de trouver un hôtel qui va vous héberger. Écris une lettre pour demander des renseignements sur l'hôtel (p. ex. : prix, disponibilité) en précisant que vous serez 15 adolescents et trois enseignants pour deux nuits.

Paramètres de l'activité d'évaluation

Trouver une situation authentique à partir de laquelle les élèves pourront utiliser leur propre domaine d'expérience pour réaliser l'activité (p. ex. : écrire une lettre à un hôtel ou à une institution pour demander des renseignements). Rédiger des instructions très précises et donner toute l'information nécessaire à cette activité (p. ex. : le temps, le prix, la disponibilité, etc.).

Critères d'évaluation

Contenu;
Clarté du message;
Précision de la langue (structure, vocabulaire, orthographe);
Formules appropriées;
Organisation des idées.

EXPRESSION ÉCRITE

Cette activité d'évaluation permet à l'élève d'exprimer son opinion sur un sujet d'actualité qui le touche. Le style doit être formel, sous forme d'un paragraphe avec des liens logiques entre les phrases.

Les objectifs de l'activité sont les suivants :

Domaine d'expérience : La santé et l'exercice physique, la publicité

But de la communication : raconter un événement en français écrit formel

Contexte : un article pour le journal de l'école

Exactitude de la langue : style formel, phrases complètes ayant des liens logiques entre elles (p. ex. : alors, mais), vocabulaire exprimant l'opinion (p. ex. : je pense que, à mon avis)

Formation langagière générale : développer et utiliser ses propres instruments de référence

Activité d'évaluation

Tu écris régulièrement dans le journal de l'école. Cette semaine tu décides d'écrire un article sur la violence dans les sports d'équipe parce qu'hier soir tu as assisté à un match de hockey où il y a eu une bagarre entre les joueurs des deux équipes. Écris un article d'un paragraphe en donnant ton opinion sur ce sujet.

Paramètres de l'activité d'évaluation

Choisir une situation authentique (p. ex. : écrire dans le journal de l'école) et un thème d'actualité qui intéresse les élèves (p. ex. : la violence, la drogue, l'environnement). Puis rédiger des instructions précises quant au type d'écrit voulu (p. ex. : hier soir tu as assisté, donne ton opinion, un paragraphe). Compte tenu de l'objectif du test, on étudiera au préalable le vocabulaire relié au thème ou bien on laissera les élèves créer leurs propres indices pour leur rédaction.

Critères d'évaluation

Contenu;

Organisation des idées (cohérence/cohésion);

Exactitude de la langue (structure, vocabulaire, orthographe);

Forme (début, conclusion, style, etc.);

Créativité.

Niveau Avancé

COMPRÉHENSION DE L'ORAL

L'activité suivante évaluera la compréhension orale des élèves à partir d'une situation de communication réelle (une entrevue à la radio).

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Les arts

But de la communication : écouter une entrevue entre deux francophones dans une situation de communication réelle; extraire le sens de cette entrevue à partir de questions

Contexte : une entrevue à la radio

Culture : se concentrer sur le langage employé et l'analyser oralement

Exactitude de la langue : temps présent, passé; les conjonctions; langue parlée

Formation langagière générale : distinguer l'information pertinente de l'information inutile pour comprendre une communication

Activité d'évaluation

Les extraits suivants sont tirés d'une entrevue avec Geneviève Rioux, une jeune actrice québécoise déjà célèbre, qui va maintenant jouer le rôle de «Juliette» au Théâtre du Nouveau Monde à Montréal.

Q. - Geneviève Rioux, Roméo et Juliette sont les deux rôles-titres réservés à des jeunes acteurs. Quel effet cela vous fait-il d'avoir été choisie?

R. - C'est une chance extraordinaire! Mais ça n'a pas été facile d'obtenir ce rôle. Au départ, nous étions 250 comédiennes en lice, rêvant d'être la Juliette de Shakespeare. Après une première élimination, nous restions 40. Ensuite, quatre... et finalement, j'ai décroché le rôle. Les gens me disent : «Avec ce rôle, tu commences vraiment une carrière.» Pourtant, je travaille sans arrêt depuis cinq ans. J'ai beaucoup voyagé grâce au «Déclin de l'Empire américain». Mais je dois avouer que Juliette est une clé qui ouvre bien des portes. Je pense que je vais en entendre parler longtemps!

Q. - C'est un rôle dont vous rêviez depuis longtemps?

R. - Oui. C'est un personnage que je voulais absolument jouer. Ou plutôt rejouer. Vous savez, j'ai découvert le métier d'actrice à quatorze ans, justement en jouant Juliette, à l'école. J'avais l'âge du rôle. J'étais timide. Je passais mon temps dans les livres, et le théâtre a fait éclater ma coquille. C'est cette expérience qui m'a donné le goût de devenir comédienne.

Vocabulaire :

- en lice : en compétition
- décrocher un rôle : obtenir un rôle
- faire éclater sa coquille : perdre sa timidité

1. Lisez tout d'abord les questions qui sont devant vous.
2. Écoutez maintenant attentivement le texte en entier.
3. Commencez à répondre aux questions.
4. Écoutez le texte une deuxième fois.
5. Complétez vos réponses.

1. Quel rôle Geneviève Rioux a-t-elle obtenu?

2. Au départ, combien de comédiennes voulaient ce rôle?

3. Combien restait-il de comédiennes après la première élimination? Juste avant le résultat final?

4. Ce rôle marque-t-il vraiment le début de la carrière de Geneviève Rioux?

5. Pourquoi a-t-elle déjà beaucoup voyagé?

6. À quel âge a-t-elle découvert le métier d'actrice? Dans quelles circonstances?

7. Comment était-elle à cette époque-là? Donnez deux détails.

Paramètres de l'activité d'évaluation

Une «écoute» est un test de compréhension de l'oral qui doit être basé sur un document authentique : radio, télévision, vidéo, etc.

Choisir des sujets susceptibles d'intéresser vos élèves : le monde de l'avenir, les loisirs, les beaux-arts, la modération et l'extrémisme dans la politique, l'unité canadienne, les mouvements littéraires ou artistiques du monde français, etc.

«Les élèves ont souvent de la difficulté à comprendre les interlocuteurs francophones qu'ils visionnent dans des documents audiovisuels authentiques. Vous pouvez alors donner quelques mots de vocabulaire (trois ou quatre) qui sont essentiels à la compréhension du texte. N'oubliez pas qu'il n'est pas nécessaire que les élèves comprennent tous les mots du texte pour en saisir le sens.

Critère d'évaluation

Un point pour chaque bonne réponse selon les besoins des questions.

À ce niveau l'exactitude de la langue est plus importante, mais ça n'implique pas la correction de chaque erreur, à moins qu'elle n'empêche de comprendre la communication.

COMPRÉHENSION DE L'ORAL

L'activité suivante va évaluer la compréhension orale des élèves et leur faculté d'émettre des hypothèses dans une situation de communication réelle : une entrevue réalisée pour l'album de l'école (un album de finissants au Québec).

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : La remise de diplômes

But de la communication : écouter une entrevue; comprendre les renseignements donnés

Contexte : une entrevue pour l'album de l'école

Culture : analyser les types de questions de cette entrevue en comparaison à celles d'une entrevue pour un album de finissants au Québec

Exactitude de la langue : temps présent, passé, futur; langue parlée correcte

Formation langagière générale : distinguer les faits des opinions/émotions dans une communication

Activité d'évaluation

Vous allez écouter le texte d'une entrevue enregistrée.

1. Lisez tout d'abord les questions qui sont devant vous.
2. Écoutez maintenant attentivement le texte en entier.
3. Commencez à répondre aux questions.
4. Écoutez le texte une deuxième fois.
5. Complétez vos réponses.

Q. - Bonjour David. Nous voilà presque à la fin de notre année scolaire. Comme tu le sais, je suis responsable des interviews pour l'album de l'école. Alors, je dois te poser quelques questions. D'accord?

R. - D'accord!

Q. - David, pour toi, l'école secondaire se termine cette année. Parmi toutes tes activités scolaires, quelle a été celle qui t'a le plus intéressé?

R. - Et bien, c'est sûrement l'échange que j'ai fait avec le Québec. Je suis allé passer deux semaines à Trois-Rivières avec une famille québécoise. C'était super et j'ai parlé français tout le temps!

Q. - Quels sont tes plans pour l'avenir? Un autre voyage?

R. - Peut-être, un peu plus tard. Mais, l'année prochaine, je vais à l'université pour continuer à étudier le français et la psychologie.

Q. - Qu'est-ce que tu vas regretter le plus de tes années d'école?

R. - Oh! les copains bien sûr. Je me suis fait tellement d'amis dans cette école, en classe ou sur le terrain de football. Quelques enseignants aussi...

Questions :

1. À votre avis, qui pose les questions? Dans quel but?

2. Qui répond aux questions? Précisez.

3. Est-ce que David a aimé les années qu'il a passées à l'école secondaire? Justifiez votre réponse.

4. Décrivez la personnalité de celui qui répond, telle que vous l'imaginez. Donnez au moins trois détails.

5. Quel va être, d'après vous, l'avenir de cette personne?

6. Pour un album de finissants au Québec, quelles sortes de questions poseriez-vous? Sont-elles les mêmes que vous avez entendues dans cette entrevue?

Paramètres de l'activité d'évaluation

Trouver des situations de communication réelle qui soient proches des intérêts de vos élèves. L'entrevue choisie doit permettre aux élèves de faire des hypothèses sur les personnes qui parlent. Ils devront par exemple, à l'aide du texte, inférer qui sont les personnages en question, quelle est leur personnalité, ce qu'ils vont devenir, etc. Il faut évidemment que le dialogue proposé puisse stimuler leur imagination. Lors de l'enregistrement, utilisez la voix de jeunes pour les deux interlocuteurs (l'interviewer et l'interviewé).

Critère d'évaluation

Un point pour chaque bonne réponse.

De nouveau, l'exactitude de la langue est importante à ce niveau, mais le but est la compréhension de l'oral. Alors, les critères qu'on emploie doivent refléter cette perspective.

COMPRÉHENSION/PRODUCTION ÉCRITES

L'activité suivante est une activité intégrée. Elle va évaluer la compréhension de l'écrit des élèves mais surtout leur production écrite.

Elle se présente en trois parties :

1. En premier lieu, les élèves doivent être capables de comprendre un texte authentique : un commentaire paru dans un journal francophone.
2. En second lieu, leur tâche est de répondre en donnant leur opinion sur le même sujet.
3. Dans une troisième partie, on leur demande de comparer leur réponse à celle qui a été donnée dans la revue.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : L'avenir du monde, la vie économique

But de la communication : comprendre un commentaire trouvé dans un journal et écrire des commentaires sur le même sujet

Contexte : un commentaire paru dans un journal francophone

Exactitude de la langue : emploi des temps du présent; langue simple, descriptive; utilisation de l'humour

Formation langagière générale : utiliser sa connaissance de la structure de texte pour aider à la compréhension d'un texte jusqu'alors inconnu

Activité d'évaluation

Lisez les questions suivantes. Ensuite, lisez attentivement le commentaire en Page 83. Enfin, répondez aux questions suivantes.

1. Pourquoi l'auteur de ce commentaire s'est-il amusé la semaine passée?

2. Quelle sorte d'emballage y a-t-il avec les Ritz?

3. Pense-t-il vraiment que les compagnies multinationales se préoccupent de la santé des consommateurs? Expliquez votre réponse.

4. Ce commentaire est-il une blague ou est-il sérieux? Justifiez votre réponse.

5. Êtes-vous d'accord avec ce commentaire ou non? Justifiez votre réponse.

Variation :

On peut aussi demander aux élèves de comparer entre eux leur réponse à la question #5. Ceci pourra faire l'objet d'un exposé oral. Les élèves, en groupes de deux, présentent leur réponse à tour de rôle. Dans ce cas, c'est la production orale qui est évaluée.

Paramètres de l'activité d'évaluation

Partir de documents français authentiques trouvés dans les revues en français et les journaux locaux. Choisir des sujets susceptibles d'intéresser les élèves : la vie de famille, les loisirs, les mets et boissons du monde français, les sports, le problème des groupes minoritaires, un aspect de l'histoire canadienne-française, etc. Utiliser l'humour lorsque le sujet s'y prête.

Critères d'évaluation

Employer quelques-uns des critères déjà présentés dans cette Annexe.

Commentaire

Les plaisirs du magasinage...

Je me suis amusé la semaine dernière à scruter les étalages de mon marché d'alimentation. J'y ai remarqué que maintenant, avec toutes les campagnes sur la santé, l'exercice physique, la protection de l'environnement, etc., les compagnies s'évertuent à nous présenter une foule de produits nouveaux et autant d'emballages.

Prenez par exemple les Ritz; vous avez maintenant les réguliers, avec 50 % moins de sel, au blé entier, au fromage et les mini, etc. De plus on spécifie sur l'emballage qu'il n'y a pas de cholestérol, très peu de gras, etc.

Se peut-il que les compagnies multinationales se préoccupent de la santé des consommateurs au point de diversifier et d'améliorer leurs produits? Peut-être! Mais il n'en reste pas moins que vous ne paierez pas moins cher vos Ritz parce qu'il y a 50 % moins de sel.

Il en va de même pour les savons à lessive qui sont présentés dans de nouveaux contenants recyclables. Il y a le savon régulier, liquide, en granules, sans phosphate, sans parfum, avec parfum air des prairies ou poudre de bébé, etc.

Il est évident que dans tout cela, il faut être prudent et prendre le temps de lire attentivement les étiquettes ou les dessus de boîtes avant d'acheter. Il n'en reste pas moins que c'est le consommateur qui devrait dicter aux compagnies ses préférences et sa philosophie face à l'écologie et à l'environnement et que les associations pour la défense de l'environnement devraient jouer un rôle plus actif et plus positif auprès des compagnies multinationales au lieu de se contenter de dénoncer à grands cris, les criminels qui polluent notre environnement.

Pierre Brault

Le Franco, le vendredi 7 septembre 1990.

PRODUCTION ORALE

Les activités suivantes évalueront la production orale des élèves au niveau de l'exactitude des informations transmises, dans le cadre d'une situation donnée, si possible humoristique.

Les objectifs des activités d'évaluation sont les suivants :

Domaine d'expérience : Vivre seul

But de la communication : expliquer, transmettre des informations

Contexte : une situation donnée dans la vie réelle

Culture : employer ses connaissances socio-linguistiques pour combler la communication

Exactitude de la langue : temps présent; verbes d'action; langue parlée, informelle; utilisation de l'humour

Formation langagière générale : choisir la meilleure forme linguistique pour exprimer son message

Activité n° 1

Vous êtes en train de manger un hamburger mais cela manque de ketchup. Zut! La bouteille est presque vide et il est trop tard pour aller en chercher au magasin.

Expliquez comment vous allez vous y prendre pour faire sortir le ketchup de la bouteille.

Activité n° 2

Ce soir, vous êtes chez des voisins qui vous ont demandé de garder leur petit garçon de deux ans. Il est très actif et pourtant il est temps de le mettre au lit. Expliquez comment vous allez vous y prendre.

Paramètres des activités d'évaluation

Trouver des situations qui soient connues de vos élèves. Des situations où l'humour a sa place stimuleront leur intérêt. Avant d'administrer l'activité d'évaluation, on verra à ce que les élèves aient vu en classe d'autres situations qui leur semblent intéressantes, amusantes ou bizarres et qui leur auront permis de mettre en valeur leur sens de l'humour.

Critères d'évaluation

Contenu;

Clarté des messages;

Créativité avec la langue;

Débit (cohérence/cohésion);

Exactitude de la langue (structure, vocabulaire, prononciation).

PRODUCTION ORALE

L'activité suivante évaluera la production orale des élèves au niveau de la narration dans le contexte d'une situation authentique : annonceur à la télévision. L'exactitude des détails et la cohérence du récit seront évaluées.

Les objectifs de l'activité d'évaluation sont les suivants :

Domaine d'expérience : Le rôle des médias

But de la communication : narrer

Contexte : les nouvelles à la radio

Culture : employer ses connaissances de la contribution francophone à la situation donnée

Exactitude de la langue : les temps présent, passé; les verbes de description; les adjectifs, les adverbes; la cohérence du discours; langage neutre

Formation langagière générale : utiliser la circonlocution pour combler le manque de vocabulaire afin de maintenir une communication

Activité d'évaluation

Vous êtes annonceur à la télévision. Au cours des nouvelles, vous allez présenter à vos auditeurs l'événement du jour. Cet événement peut être :

- un événement culturel : pièce de théâtre en français jouée dans votre ville, la remise des Génies, les films canadiens à Cannes, etc.;
- ou
- un événement d'ordre sportif : tournoi de hockey, la Coupe Stanley, le baseball, les prochaines Olympiades, etc.;
- ou
- un événement qui vient d'arriver sur la scène locale, nationale ou internationale : les feux de forêts dans l'Ouest canadien, la famine au Soudan, les événements en Chine, etc.

Avant de passer à l'antenne, vous avez quelques minutes pour préparer les questions suivantes et pour noter les mots-clés de votre présentation :

Où s'est passé l'événement? _____

Quand est-ce que c'est arrivé? _____

Comment les choses se sont-elles passées? _____

Quelles en sont les raisons? _____

Qui est impliqué? _____

Quelles ont été les réactions du public? _____

Quelles sont vos réactions? _____

Maintenant, c'est votre tour d'entrer en scène! Vous êtes prêt? Commencez, en vous aidant des quelques notes que vous avez rédigées.

« Bonsoir chers auditeurs »

Paramètres de l'activité d'évaluation

La liste des sujets d'actualité qui vont faire l'objet de l'activité a été établie au préalable, soit par l'enseignant(e), soit par les élèves eux-mêmes. Ces sujets ont déjà été discutés en classe. Les événements choisis peuvent avoir eu lieu sur la scène locale, nationale ou internationale. Un événement local a parfois l'avantage d'être relié de plus près à la vie des élèves. Il serait bon également de suggérer des événements liés à la culture francophone afin de se renseigner et de comprendre certains aspects des cultures francophones dans les réalités canadienne et mondiale, pour se sensibiliser à ces cultures et mieux les interpréter. Les élèves peuvent trouver les sujets qui les intéressent dans les revues francophones telles que : *L'Actualité*, *Châtelaine*, *Paris Match*, *Elle*, etc., ou dans les journaux français locaux. En développant une activité semblable, trois niveaux de difficulté sont possibles :

Niveau 1 : pour faciliter l'activité, donner les questions (voir ci-dessus);

Niveau 2 : pour une activité plus difficile, fournir seulement une liste ouverte des points importants à développer;

Niveau 3 : pour une activité plus exigeante, laisser l'activité complètement ouverte.

Critères d'évaluation

Contenu;

Clarté des messages;

Créativité avec la langue;

Débit (cohérence/cohésion);

Précision de la langue (structure, vocabulaire, prononciation).

EXPRESSION ÉCRITE

L'activité suivante est un test intégré qui évaluera la compréhension de l'écrit des élèves mais surtout leur production écrite. Ils doivent être tout d'abord capables de comprendre le texte d'une petite annonce parue dans un journal francophone et d'y répondre au moyen d'une demande d'emploi écrite.

Les objectifs de l'activité sont les suivants :

Domaine d'expérience : Le défi de son avenir. Vivre seul

But de la communication : décrire, narrer, donner des renseignements spécifiques

Contexte : une demande d'emploi

Culture : faire des recherches sur un emploi bilingue dans un contexte anglophone ou francophone et en faire l'analyse

Exactitude de la langue : emploi des temps du présent, du passé; utilisation d'adjectifs, d'adverbes; niveau de langue soutenu mais simple et direct, des phrases cohérentes

Formation langagière générale : distinguer l'information pertinente de l'information inutile pour comprendre une communication

Activité d'évaluation

Vous cherchez un emploi et vous lisez cette annonce dans un journal francophone. Le poste vous intéresse et vous décidez d'envoyer une demande d'emploi qui doit comprendre :

- une formule d'introduction;
- des renseignements personnels;
- des renseignements sur votre formation scolaire;
- des renseignements sur votre expérience de travail;
- quelques mots sur vos intérêts personnels;
- une formule de conclusion.

Paramètres de l'activité d'évaluation

Partir de documents authentiques, principalement les petites annonces locales ou publiées dans les revues en français. Trouver des petites annonces dont le sujet est approprié à vos élèves : offres d'emploi, gardienne, logements, services sociaux et communautaires, etc. Donnez un choix de petites annonces à vos élèves (quatre ou cinq au maximum).

Critères d'évaluation

Clarté de la communication;
Aisance de la communication;
Exactitude de la langue (structure, vocabulaire, orthographe);
Emploi des formules appropriées.



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Le Franco, September 7, 1990.

COMPRÉHENSION DE L'ÉCRIT/EXPRESSION ÉCRITE

L'activité suivante est un test intégré qui va d'abord évaluer la compréhension globale d'un texte authentique. Il exige une lecture attentive de la part des élèves car les réponses aux questions posées dépendent de la compréhension du texte en entier.

Les questions de l'activité évaluent la compréhension de l'écrit proprement dite. Elles évaluent également la production écrite des élèves et la précision grammaticale.

Les objectifs de l'activité sont les suivants :

Domaine d'expérience : L'avenir du monde, l'écologie, l'énergie, et l'industrie

But de la communication : comprendre une lettre écrite par une jeune francophone

Contexte : lettre parue dans un journal francophone (Le FRANCO)

Exactitude de la langue : emploi des temps du présent et du conditionnel en contexte

Formation langagière générale : distinguer les faits des opinions/émotions dans une communication

Activité d'évaluation

La lettre suivante est tirée du Franco du 9 février 1990 et s'intitule «Les pluies acides». L'auteure de cette lettre donne ses opinions au sujet de la pollution. Lisez attentivement ce texte et répondez ensuite à ces questions :

1. Quelles sont les inquiétudes de cette jeune fille?

2. À qui attribue-t-elle le blâme pour notre situation actuelle?

3. À qui a-t-elle adressé cette lettre?

4. Quels conseils donne-t-elle aux grandes industries?

5. Où pense-t-elle qu'on se débarrasse des produits toxiques?

6. Pensez-vous qu'elle ait raison de réagir de cette façon?
Expliquez pourquoi.

7. Vous êtes le rédacteur en chef de ce journal. Préparez une réponse à cette lettre.

Paramètres de l'activité d'évaluation

Partir de documents authentiques provenant des journaux locaux ou des revues francophones qui sont à votre disposition.

Choisir des textes qui sont au niveau de compréhension de vos élèves. Vous pouvez au besoin leur fournir les mots de vocabulaire qui présentent certaines difficultés pour la compréhension globale en trouvant un synonyme ou en donnant une définition en français.

Tenter de trouver des articles dont les sujets vont intéresser les élèves, par exemple des sujets d'actualité tels que l'unité canadienne, le rôle des médias, la valeur de l'éducation, la défense de l'environnement, etc. Ou bien encore, présenter des entrevues avec des jeunes de leur âge ou avec de jeunes artistes canadiens-français déjà célèbres, etc.

Variation :

1. Pour la production écrite on pourrait demander aux élèves d'écrire une lettre au Premier Ministre du Canada ou au Président des États-Unis, exprimant leur réaction aux propos de l'élève.
2. On pourrait demander aux élèves d'écrire une lettre de réaction d'une grande compagnie industrielle aux propos de l'élève.

Critères d'évaluation

Exactitude de l'information;
Clarté du message;
Exactitude de la langue (structure, vocabulaire, orthographe);
Organisation des idées;
Créativité avec la langue.

Les pluies acides

Monsieur le Rédacteur.

Je suis une élève de la 10^e année à l'école Notre-Dame Senior High de Bonnyville. J'aimerais vous exprimer mes opinions sur les eaux polluées et la pluie acide.

La pollution de l'environnement devient de plus en plus un sujet pressant. La pollution causée par les humains et par les industries augmente même si les gouvernements essaient de la réduire. La couche d'ozone disparaît et il y a plus de végétation qui est détruite.

Je pense que les gens devraient se renseigner davantage sur le sujet et trouver des façons plus pratiques de se débarrasser de leurs produits toxiques. Ils ne devraient pas être déversés dans les lacs et les rivières.

Les grandes industries devraient investir de l'argent pour trouver d'autres façons de fabriquer leurs produits. Ils pourraient utiliser différents matériels qui n'ont pas de C.F.C. qui détruisent l'air et l'ozone.

M. Mulroney et M. Bush devraient travailler plus fort pour trouver des moyens pour réduire les pluies acides. Ils devraient prendre l'argent qu'ils dépensent sur les armes et l'utiliser pour réduire les pluies acides et le donner aux industries.

Les pluies acides causent aussi des problèmes chez les humains. S'il y a beaucoup de pluies dans une région, ceux qui souffrent d'asthme ou de problèmes de cœur, ont aussi des problèmes respiratoires. Ça peut être aussi «sévère» que la mort.

Si on ne commence pas à trouver des solutions aux problèmes des pluies acides, il ne va plus y avoir de végétation, plus de couche d'ozone et la population va diminuer. On devrait se renseigner sur le sujet et participer à la résolution du problème.

Agréez, Monsieur le Rédacteur en chef, mes plus sincères salutations.

Sylvie Généreux
10^e année francophone
École Notre-Dame
Bonnyville, Alberta

Le Franco, le vendredi 9 février 1990.

Appendix D: Exemples de grilles d'évaluation tirés du document "Guide d'évaluation des élèves"

Les grilles types suivantes sont des exemples d'instruments de mesure dont l'enseignant(e) peut se servir pour évaluer des tâches communicatives ouvertes. Cependant, on conseille à l'enseignant(e) de créer ses propres grilles qui refléteront mieux les objectifs et l'accent mis sur la tâche à combler. Pour plus de renseignements, l'enseignant(e) devrait se référer à la discussion au sujet de la préparation des grilles, à la page 19.

EXEMPLE 1

GRILLE POUR L'ÉVALUATION DE LA PRODUCTION ORALE AUX NIVEAUX INTERMÉDIAIRE OU AVANCÉ*

	COMPRÉHENSION	COMPÉTENCE DE DISCOURS	PRÉCISION DES STRUCTURES
Blocage (1)	ne comprend pas un langage simplifié	ne peut pas produire de discours suivi	structures choisies au hasard
Non acceptable (2)	reconnait qu'il ne comprend pas; souvent ne comprend pas ce qui est dit	accomplit les tâches avec très peu d'élaboration	entraves fréquentes à la communication dues à une faible maîtrise des structures
Génant (3)	la difficulté de compréhension ralentit l'interaction	performance montre un manque de cohésion	structures pas toujours exactes, même les plus fréquentes
Acceptable (4)	assez bonne compréhension; peu besoin de répéter ou de paraphraser	discours cohésif	inexactitude des structures ne cause pas de malentendus majeurs
Bon (5)	compréhension presque parfaite	discours bien organisé	gamme et contrôle des structures assez larges
Excellent (6)	compréhension parfaite	contrôle de façon flexible la gamme des fonctions et mécanismes	structures exactes et utilisées de façon flexible

suite...

*Reproduit avec permission du Gouvernement du Québec, Ministère de l'Éducation. Pris du : *Module de perfectionnement collectif en didactique du français langue seconde - Évaluation en français langue seconde. Guide de l'animateur et de l'animatrice*, mai 1989. Unité 3, Activité 5, p. 165.

EXEMPLE 1 (suite)

	VOCABULAIRE	EXPRESSIVITÉ ET CONFIANCE
Blocage (1)	vocabulaire inexact et très limité	parle avec grande difficulté; pauses très fréquentes
Non acceptable (2)	vocabulaire limité et très artificiel	pauses fréquentes et irrégulières; ne fait aucun effort pour continuer
Génant (3)	choisit vocabulaire peu usité et/ou imprécis	s'exprime facilement mais de façon inégale; faux départs et phrases incomplètes
Acceptable (4)	vocabulaire est plus ou moins naturel	s'exprime facilement et remplit les pauses convenablement
Bon (5)	vocabulaire est rarement imprécis	s'exprime aisément; cherche ses mots à l'occasion
Excellent (6)	vocabulaire est précis et approprié	s'exprime aisément; la raison des hésitations n'est pas linguistique

EXEMPLE 2

GRILLE POUR L'ÉVALUATION DE L'EXPRESSION ÉCRITE AUX NIVEAUX INTERMÉDIAIRE/AVANCÉ*

Nom : _____

Critères	Sur	Exemples	Commentaires
Contenu de la tâche	/5		
Cohésion des idées	/5		
Cohérence du texte	/5		
Diversité du vocabulaire	/5		
Grammaire (les structures employées et l'orthographe)	/5		
Créativité avec la langue	/5		

**Adapté avec permission du Gouvernement du Québec - Ministère de l'Éducation. Pris du : Module de perfectionnement collectif en didactique du français langue seconde - Évaluation en français langue seconde - Guide de l'animateur et de l'animatrice, mai 1989. L'adaptation est de la grille de la production orale dans l'unité 3, Activité 5, p. 165.*

EXPLICATION DES CRITÈRES

	CONTENU DE LA TÂCHE	COHÉSION DES IDÉES	COHÉRENCE DU TEXTE
(1)	Attentes minimales accomplies.	Emploi des marques de cohésion au niveau des mots.	Peu d'organisation évidente.
(2)	Un peu varié, mais surtout basé sur les attentes minimales.	Emploi des marques de cohésion au niveau des phrases mais d'une façon simple.	Évidence d'un début, un corps de texte et une conclusion, mais la présentation est limitée.
(3)	Une bonne variété d'idées, facile à lire.	Emploi des marques de cohésion au niveau des phrases d'une façon lisible.	Évidence d'un bon début, corps de texte et une conclusion qui est acceptable.
(4)	Une très bonne variété de phrases et d'idées liées d'une façon lisible.	Emploi des marques de cohésion au niveau des phrases qui rend le texte agréable à lire.	Organisation est très bonne, clarté du début et de la conclusion est très évidente.
(5)	Une grande variété de phrases et d'idées liées d'une façon qui plaît au lecteur.	Emploi des marques de cohésion au niveau du discours qui rend le texte très lisible.	Excellente organisation, le texte démontre des idées claires et bien développées

suite...

EXPLICATION DES CRITÈRES

	DIVERSITÉ DU VOCABULAIRE	GRAMMAIRE	CRÉATIVITÉ AVEC LA LANGUE
(1)	Vocabulaire est très limité et très artificiel.	Entraves fréquentes à la communication dues à une faible maîtrise des structures et de l'orthographe.	S'exprime avec difficulté en employant des phrases très simples.
(2)	Vocabulaire est limité et artificiel.	Structures pas toujours exactes, mêmes les plus fréquentes.	S'exprime d'une façon simple en employant des phrases simples et quelques phrases complexes.
(3)	Vocabulaire est plus ou moins naturel.	Inexactitudes des structures ne causent pas de malentendus majeurs.	S'exprime d'une façon plus créative en employant une bonne variété de phrases simples et complexes.
(4)	Vocabulaire est précis et approprié.	Gamme et contrôle des structures sont assez larges, quelques erreurs évidentes.	S'exprime aisément en employant une très bonne variété de vocabulaire et de phrases simples et complexes.
(5)	Vocabulaire est précis et très enrichi.	Structures sont exactes et utilisées de façon flexible, quelques erreurs d'orthographe.	S'exprime aisément avec une excellente variété de phrases simples et complexes avec un vocabulaire riche.

EXEMPLE 3

ÉVALUATION PAR LES PAIRS D'UN EXPOSÉ ORAL*

Nom de l'animateur/animateur : _____

Classe: _____

Date: _____

Titre de l'exposé : _____

1. Qu'est-ce que tu as aimé dans cet exposé?

a) J'ai aimé _____

b) J'ai aimé _____

2. Qu'est-ce que tu as appris de cet exposé?

a) J'ai appris que _____

b) J'ai appris que _____

3. Quelles suggestions aurais-tu pour l'animateur ou l'animatrice pour l'aider à améliorer son exposé? (p. ex. : parler plus fort, être plus animé, utiliser plus de visuels ou de gestes, etc.)

a) Je pense que _____

b) Je pense que _____

Ton nom : _____

**Adapté d'un document préparé pour le ministère de l'Éducation de l'Alberta, par Ullmann, en 1988, p. 12.*

FIGURE 2
FICHE D'OBSERVATION

Project éducatif : Un bulletin de météo

Date : _____

Nom de l'élève : _____

Sait ...	Cocher si «oui»	Commentaires
1. ...décrire la météo en Alberta : introduction, cohérence du message, clarté du message, fermeture; 2. ...identifier des endroits où il y a beaucoup de gens qui parlent le français; 3. ...utiliser les expressions de temps justes (météo), les températures appropriées; 4. ...bien prononcer les mots/expressions de la météo; 5. ...identifier les symboles météorologiques appropriées; et 6. ...présenter un bulletin de météo original : élaboration, effort, créativité, humour.		

FIGURE 3

FICHE D'APPRÉCIATION NIVEAU DÉBUTANT

Fiche d'évaluation d'une communication en français - Niveau Débutant

Nom de l'élève : _____

Sait ...	Date	Date	Date	Commentaires
1. ...faire preuve de sa compréhension, à l'oral et à l'écrit, du message d'une série d'énoncés simples dans un contexte encadré;				
2. ...exprimer ses intentions de communication en produisant à l'oral et à l'écrit des messages simples d'au moins deux ou trois énoncés dans un contexte encadré;				
3. ...faire preuve de sa découverte de la francophonie en identifiant la présence des francophones et des faits concrets relatifs aux cultures francophones, sur les plans local, régional/provincial, national;				
4. ...faire preuve de sa compréhension et de son utilisation, à l'oral et à l'écrit, du système de sons et/ou symboles, de vocabulaire et de l'ordre des mots dans des communications simples au présent;				
5. ...identifier des mots-clés dans une communication pour faire preuve du développement de sa tolérance envers l'ambiguïté (cognitif);				
6. ...découvrir la langue en faisant des associations entre les mots (cognitif);				
7. ...prendre des risques en employant volontairement ses connaissances (socio-affectif); et				
8. ...se concentrer sur une tâche (métacognitif).				

Échelle :

1 = Ne le fait pas

2 = Le fait avec difficulté

3 = Le fait seul(e) avec un peu d'aide

4 = Le fait seul(e)

5 = Le fait facilement

FIGURE 4

SUGGESTIONS POUR L'ÉVALUATION D'UNE UNITÉ/D'UN PROJET

Pondération (suggérée) 30 %	I. Tests de compréhension (tout au long de la préparation du projet)	
	L'enseignant(e)	L'apprenant
	Ex. : ① Donne des chiffres en contexte dans des phrases. - À Lethbridge, il fait -12 °C. - À Rivière la Paix, il fait -38 °C. (et ainsi de suite) Ex. : ② Donne des expressions en contexte dans des phrases. - À Edmonton, il neige. - À Calgary, il pleut. (et ainsi de suite) Ex. : ③ Donne la météo du Canada : endroit, température, temps. - À Regina, il fait froid. Maximum de -20 °C, minimum de -35 °C. (et ainsi de suite)	Écrit seulement le chiffre comme température : -12 °C, -38 °C. Dessine seulement le symbole météorologique approprié :   Répond sur une carte vierge du Canada en repérant l'endroit, en écrivant les chiffres pour la température et en dessinant les symboles météorologiques.
30 %	II. Projet de réinvestissement (selon la grille) - bulletin à la radio	Auto-évaluation/évaluation par les pairs
40 %	III. Projet final (selon la grille) - bulletin à la télévision	Auto-évaluation/évaluation par les pairs

FIGURE 5

GRILLE D'AUTO-ÉVALUATION/D'ÉVALUATION PAR LES PAIRS/L'ENSEIGNANT(E)

Projet éducatif :

Je peux :	Apprenant	Pair/Enseignant	Commentaire
...décrire la météo (<i>communication</i>).			
...identifier cinq villages français en Alberta (<i>culture</i>).			
...comprendre et utiliser les chiffres de 0 à 40 (<i>langue</i>).			
...comprendre et utiliser les expressions de météo (<i>langue</i>).			
...bien prononcer les chiffres et les expressions (<i>langue</i>).			
...associer les symboles météorologiques aux expressions de météo (<i>formation langagière générale</i>).			

Grille :

Élémentaire



Pas très bien



Bien



Très bien

Secondaire

(1^{er} et 2^e cycle)

1 = *Pas très bien*

2 = *Comme ci, comme ça*

3 = *Bien*

4 = *Très bien*

5 = *De façon excellente*

FIGURE 6

GRILLE POUR L'ÉVALUATION PAR LES PAIRS DU TRAVAIL EN GROUPE*

Barème pour l'évaluation du travail en groupe						
Nom de l'évaluateur/trice : _____		Classe : _____				
Projet : _____		Date : _____				
Groupe : _____		Noms des participants				
		1	2	3	4	5
		Moi				
POINTS À CONSIDÉRER	BARÈME					
Contribution personnelle au travail de groupe	5					
Aide donnée aux autres pour : réviser et polir	5					
organiser le travail	5					
Persistence dans l'emploi du français	<u>5</u>					
TOTAL POSSIBLE	20					
COMMENTAIRES :						
<u>Échelle :</u> 1 = Pas très bien 2 = Comme ci, comme ça 3 = Bien 4 = Très bien 5 = De façon excellente						

*Adapté de d'Anglejan, Harley et Shapson, 1990.

FIGURE 7

GRILLE D'ÉVALUATION

Nom de l'élève : _____

Peut...

1. ...décrire la météo en Alberta (introduction, clarté du message, cohérence du message, conclusion), (communication); /5
2. ...identifier des endroits francophones (cinq) en Alberta (culture); /5
3. ...bien utiliser des expressions de météo (trois) et les températures appropriées (les chiffres), (langue); /5
4. ...bien prononcer les mots/expressions de météo (langue); /5
5. ...employer des symboles météorologiques pour bien présenter un bulletin de météo (formation langagière générale); /5
6. ...prendre des risques en élaborant avec plus de détail et de créativité au sujet du temps (créativité, volonté de prendre des risques), (formation langagière générale). /5

Total : /30

Commentaires :

Exemple de grille :

- 1 = Pas très bien
- 2 = Assez bien
- 3 = Bien
- 4 = Très bien
- 5 = Parfaitement

FIGURE 8
GRILLE D'OBJECTIVATION

Pour préparer un bulletin de météo, j'ai...	OUI	NON
1. ...choisi cinq villages français en Alberta ou des villes où il y a beaucoup de francophones;	☐	☐
2. ...choisi au moins trois expressions de météo;	☐	☐
3. ...choisi les températures appropriées;	☐	☐
4. ...choisi les symboles météorologiques appropriés;	☐	☐
5. ...préparé une introduction et une conclusion pour un bulletin;	☐	☐
6. ...révisé et mémorisé mon bulletin;	☐	☐
7. ...présenté un bulletin avec enthousiasme et en prononçant correctement.	☐	☐
8. ...pris des risques en élaborant plus en détail et avec de la créativité sur le temps	☐	☐

FIGURE 10

FICHE D'OBSERVATION-TYPE POUR LES ÉLÈVES

Project éducatif : Un bulletin de météo à la télévision

Date : _____

Nom de l'élève: _____

Sait...	Cocher si -oui	Commentaires
1. ...décrire la météo en Alberta : introduction, cohérence du message, clarté du message et conclusion;	✓ ✓ ✓	interférence de pronom
2. ...identifier des endroits où il y a beaucoup de gens qui parlent le français;	✓	dans la région Legal, Morinville (bon!)
3. ...utiliser les expressions météorologiques (météo) et les températures appropriées;	✓ ✓	
4. ...bien prononcer les mots/expressions de météo;		mauvaise intonation
5. ...identifier les symboles météorologiques appropriés; et	✓	
6. ...présenter un bulletin de météo original : élaboration, effort, créativité et humour.	✓ ✓ ✓ ✓	manque d'enthousiasme lors de la présentation bien fait! bon! bien fait!

Appendix E: Examples of Communicative Test Items in English

Introduction

The purpose of this appendix is to provide suggestions for communicative test items at each level and in the four language skills. The final choice of which items to use in a teaching situation is the teacher's responsibility. In this regard, the following points should be considered: the students, the learner expectations being evaluated as they pertain to the four components of the program of studies, the resources and time available.

To assist you in your choices, the test items have been divided according to language skill and language level. For each test item, the objectives of the item have been described as they pertain to the program of studies. In addition, each test item provides information on what field of experience is being evaluated, what the communicative intent is, what cultural point is being emphasized, what strategy is being focused on and what language elements are being tested. At the end of each item, evaluation criteria are described.

Please note that the test items presented in this document are only suggestions and are here to assist you.

Beginning Level

AURAL COMPREHENSION

This item makes it possible to evaluate overall understanding of the message. Learners also rely on the graphic elements to find the descriptive details they have heard.

The Item Focuses on the Following Objectives:

Field of experience: Clothing

Communicative intent: Understand a physical description and a description of clothing, and make deductions using graphic elements

Context: "Who is it?" guessing game

Precision of the language: Vocabulary related to the person and clothing, descriptive and presentation verbs

General language education: Use of selective attention technique

Item

The learner examines three drawings or photos of people dressed differently. The teacher describes one of them and the student must point it out. Descriptive details may include: hair, pants or skirt, type of shoes or traits (beard, glasses and so on).



Example of a description:

Here is a man. He is wearing a white nightshirt. He doesn't have a tie. He's wearing a funny white hat. He has a funny nose. He's happy and is smiling broadly.

Test Item Guidelines

Find at least four drawings or photographs of characters whom the learners know, or who have funny features. Select one and describe it simply. Stress those details which focus on the picture selected.

This test can be varied by changing the theme. For example, one can describe a season, a familiar object in the classroom, or a familiar spot (cafeteria) and have the students guess what it is.

Evaluation Criteria

This item may be administered in two ways. In a group situation one can use a sheet on which the learners number the descriptions given. Individual learners can be tested by using a grid such as the one indicated below by checking off the student's answer.

Student's name: _____

	Yes	No
Description 1	☐	☐
Description 2	☐	☐
Description 3	☐	☐
and so on		

AURAL COMPREHENSION

In the following item, two friends of the same age as the students being tested are talking. The language used is simple; it includes a number of discursive conventions appropriate to this type of dialogue and level, for example, "Comment ça va?" (How's it going?) Students should also be tested on the accuracy of their understanding of the information transmitted in this dialogue.

The Item Focuses on the Following Objectives:

Field of experience: Holidays and Celebrations

Communicative intent: Understand the information transmitted through questioning

Context: A dialogue between two friends

Culture: Note the presence of Francophones

Precision of the language: Interrogative structures and expressions of surprise; informal spoken French; vocabulary related to the family; use of the simple future

General language education: Discover the meaning of words according to the context

Item

Listen twice to the dialogue between Annette and her friend Carole. Read the answers, then listen again to the dialogue before selecting the right answer.

C : Bonjour Annette, comment ça va?

A : Bien, et toi?

C : Oh! très bien, demain c'est ma fête et toute ma famille va être réunie.

A : Toute?

C : Oui, oui, mes parents et ma sœur, puis mon oncle, ma tante et mes trois cousins de Trois-Rivières. On va faire un barbecue dans le jardin. Est-ce que tu veux venir?

A : Ah oui! j'aimerais ça.

C : Bon alors, à demain, à midi!

Circle the right answer:

1. a) Annette's birthday is tomorrow.
b) Carole's birthday is tomorrow.
c) Carole's birthday is today.
2. a) Her grandparents will be there.
b) Her cousins will be there.
c) Her brother will be there.
3. a) The barbecue will start in the morning.
b) The barbecue will start at noon.
c) The barbecue will start in the evening.
4. a) The barbecue will be held in the park.
b) The barbecue will be held in the garden.
c) The barbecue will be held in the kitchen.
5. a) Her uncle and his family are from Alberta.
b) Her uncle and his family are from Quebec.
c) Her uncle and his family are from Saskatchewan.
6. **Réunie** in the dialogue means:
a) to be invited
b) to be separated
c) to be together

Test Item Guidelines

Choose an everyday situation in the learners' lives (a dialogue in the family, between friends about a trip or clothing) in which the vocabulary and structures (forms of greetings, of initiating the conversation and so on) have been studied

before the test is given. Prepare a simple dialogue between two speakers. Write comprehension questions, using multiple choice answers. Make sure that the choices are mutually exclusive and that only one answer is correct. Let the students listen twice to the dialogue, read out the answers, then have the students listen again to the passage. This type of conversation will enable learners to become familiar with the spoken language. Test instructions must be given in French, ensuring that the students are thoroughly familiar with the vocabulary and structures used.

Evaluation Criteria

One point for each correct answer.

READING COMPREHENSION

This item is designed to evaluate the students' understanding of the information transmitted in a short descriptive paragraph. Specialized vocabulary which has already been studied must be used in a coherent context.

The Item Focuses on the Following Objectives:

Field of experience: The Community

Communicative intent: Understand simple descriptive details and hypothesize

Context: A paragraph describing a profession

Culture: Note the presence of Francophones

Precision of the language: Simple written language, vocabulary related to weather; action verbs; adverbs of time; the use of the present tense

General language education: Match a written message with an illustration

Item

Who is it?

Read the following paragraph and circle the appropriate drawing.

Throughout the year, even when it's very cold or raining, he travels along the streets or roads to deliver our mail. Often, he starts delivering letters, magazines and parcels very early in the morning.

Drawings of four heads with hats: mailman, fireman, construction worker, chef.



Test Item Guidelines

Find or create a simple text describing a field of experience the students know (the school, the community, sports) in which the vocabulary has been studied before the item is administered. Prepare illustrations which clearly show the meaning of the vocabulary used in the text. The instructions must be given in French, ensuring that the students are thoroughly familiar with the vocabulary and the structures used.

Evaluation Criteria

One point for each correct answer.

READING COMPREHENSION

This communicative item makes it possible to evaluate the students' ability to comprehend accurately the information transmitted by an authentic poster found on a school bulletin board, using vocabulary the students know.

The Item Focuses on the Following Objectives:

Field of experience: The School

Communicative intent: Understand basic information and precise instructions

Context: Classified ads

Precision of the language: Use of common descriptive vocabulary; the verb **pouvoir**; the present tense

General language education: Discover the meaning of words by referring to the context by identifying a different way to say the same thing

Item

Here is a classified ad from the school paper. Read the ad and answer "yes" or "no".

CHAT À DONNER

Joli chat cherche une maison. C'est un mâle âgé d'un an.

Il a le poil long, gris et blanc.

Si tu es intéressé, tu peux téléphoner au 243-2565 le soir ou les fins de semaine.

	YES	NO
1. A dog is being given away.	—	—
2. A small cat is for sale.	—	—
3. The animal is 12 months old.	—	—

	OUI	NON
4. The animal is all one colour.	_____	_____
5. You can call Saturdays and Sundays.	_____	_____
6. Fin de semaine means the same as weekend.	_____	_____

Test Item Guidelines

Use genuine messages found at school or adapt those found at a corner store near the school, which are of interest to the students, e.g., the purchase or sale of a second-hand bicycle, a job offer for a paper route, and so on. When difficult words are used, simplify the text of the message, briefly define the word in French beside the text, or use a drawing. Instructions concerning the item must be in French, ensuring that the learners are thoroughly familiar with the vocabulary and structures used.

Evaluation Criteria

One point for each correct answer.

ORAL PRODUCTION

This item presents a genuine, simple communicative situation: leaving a message containing basic information on a friend's answering machine.

The Item Focuses on the Following Objectives:

Field of experience: People Around Us

Communicative intent: Provide information in the form of a message

Context: A message on an answering machine

Culture: Use conversational French

Precision of the language: C'est; il est; numbers; the present tense

General language education: Voluntarily create a simple message using common words and expressions

Item

You call your friend Christine, but she isn't home. Leave a message on her answering machine, indicating your name, telephone number and the time you called.

Test Item Guidelines

The telephone is an important means of communication among adolescents. Simply find a realistic situation in which students must leave a message. The theme may vary: invite a friend to a baseball game, request help doing homework, and so on. The person for whom the message is left can also vary: a

friend, a French teacher, or the caller's mother. Once the theme and the interlocutor have been selected, decide on what information students must provide in the message and clearly indicate it in the instructions, e.g., "You must give your telephone number."

Students must record their voice to make the experience as realistic as possible.

Evaluation Criteria

Precision of the message

Precision of language (e.g., structure, vocabulary, pronunciation)

ORAL PRODUCTION

The following item focuses on the production of a message intended for the entire school, use of the descriptive function of language with common vocabulary and the formulation of precise instructions.

The Item Focuses on the Following Objectives:

Field of experience: Clothing

Communicative intent: Describe a common object and locate a specific place

Context: Lost and found announcement

Precision of the language: Vocabulary related to clothing; verb expressing location; present tense

General language education: Voluntarily create a simple message using common vocabulary and sentences

Item

Today, you found a sweater at school. Over the intercom, you describe the sweater, i.e., its colour, shape, size and where the owner can claim it.

Test Item Guidelines

Before the item is administered, ask the students to listen to messages on the intercom in order to become familiar with the themes of such messages and the expressions used. Explain to the students that they must use the same strategies as in English to produce their messages; they must refer to their own experience. For example, suggest that they listen to intercom messages during the week. To administer the test, give students a card on which the item is written so that the students can read it. Put students at ease and allow them enough time to think about the message before they speak. Encourage students to speak loudly and to provide as many descriptive details as possible to clarify the information transmitted. Give students a microphone to speak into to make

the situation more realistic. Record the message. The theme of the message can be changed by altering the type of object found, e.g., a wallet or an address book.

Evaluation Criteria

Precision of the message

Precision of language (e.g., structure, vocabulary, pronunciation)

WRITTEN EXPRESSION

Students will be evaluated on the precision of the information transmitted. The message and vocabulary used will be simple.

The Item Focuses on the Following Objectives:

Field of experience: People Around Us; The Community

Communicative intent: Write specific information

Context: A note to a member of the family

Culture: Identify a French name in the text

Precision of the language: Informal style (note); vocabulary (date, time and place)

General language education: Discover the meaning of the message by referring to the context

Item

Dr. Tremblay, the dentist, has just phoned. Your mother has an appointment tomorrow at 2:00 p.m. Write a note to your mother to remind her about the appointment. Indicate who phoned, the day and the exact time of the appointment.

Test Item Guidelines

Give each student a sheet with the items leaving enough space so that the note can be written at the bottom of the page. Choose a situation with which the students are familiar. Explain that they must rely on their own experience to write the note. For example, they should think about the last note they wrote at home. Allow the students enough time to think about and write out their message. Encourage them to provide all the details needed to make the message clear. The item can be varied by changing the person to whom the message is addressed and the theme, e.g., your brother's friend wants to meet him at 7:00 p.m., your sister's appointment with the doctor has been cancelled and so on. In this item, no indication is given to the students concerning the format of the note, which makes the task somewhat harder. However, the students can use a very personal style and have greater freedom to write the note as they please.

Evaluation Criteria

Precision of the message

Precision of language (e.g., structure, vocabulary, spelling)

WRITTEN EXPRESSION

This communicative item makes it possible to evaluate the use of written language in a creative manner.

The Item Focuses on the Following Objectives:

Field of experience: Activities

Communicative intent: Write the instructions for a new game

Context: The rules of a game

Culture: Use the rules for the game of lawn bowling (pétanque) and for hockey

Precision of the language: The imperative; -ER verbs; appropriate vocabulary

General language education: Discover the meaning of the message by referring to the context

Item

Explain to your peers the five main rules of the new game of “Pétockey”. Write five instructions required to play the game.

Test Item Guidelines

Choose two French words that can easily be combined with points that are familiar to all of the students. Then, create a new word which covers the points raised by the two previous words, having the students develop a definition for the new word. This item can be varied, for example, by changing the activity to an object. The purpose of the exercise is to develop the students' ability to create with the language, using their knowledge.

Evaluation Criteria

Precision of the message

Precision of language (e.g., structure, vocabulary, spelling)

Creativity

Intermediate Level

AURAL COMPREHENSION

This item evaluates the students' understanding of various descriptive details (pocket, handle and so on). Students may refer to illustrations of the item. For variety, change the type of description, for example, another object or even a person.

The Item Focuses on the Following Objectives:

Field of experience: Health and Physical Exercise; Fashion; The Workaday World

Communicative intent: Understand a description and make deductions based on graphic elements

Context: Guess an object

Precision of the language: Spoken French; descriptive vocabulary (made of grey canvas, with a pocket, a zipper); personal object pronoun (l')

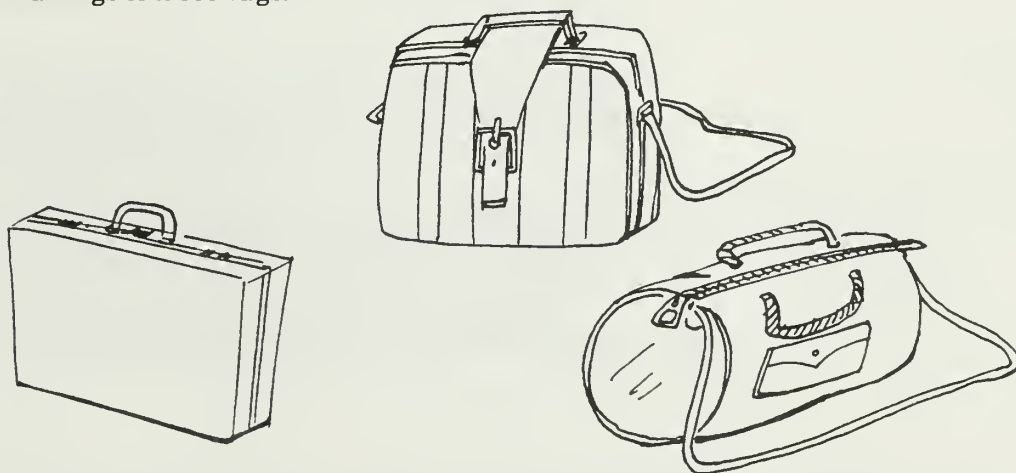
General language education: Hypothesize about key points

Item

During the holidays, you work in the lost and found office at the bus depot. A teenager comes to the office and describes the bag he forgot yesterday on the 51 bus. Listen to his description twice, then decide which bag you will give him:

"Yesterday I forgot my bag on the 51 bus. It was around 6 o'clock. The bag is made of fairly thick grey canvas. It has a pocket on the side and a zipper. There's a handle on either side and a shoulder strap. Has someone turned it in?"

Drawings of three bags:



Test Item Guidelines

Select an object with which the students are familiar in a realistic situation, e.g., forgetting a bag on a bus. To prepare the recorded text, ask another group in the same class or a group in another class to write it. In this way, the students can make use of their experience and their knowledge of this type of message. You may want to show them similarities between both languages with respect to communication strategies. Have a French speaker record the passage so that the students get used to different pronunciation or accents.

Evaluation Criteria

One point for each correct answer.

AURAL COMPREHENSION

This brief excerpt presents a radio ad for a part-time job. The style is informal. The item is intended to evaluate the students' comprehension of structures and of content.

The Item Focuses on the Following Objectives:

Field of experience: The Workaday World

Communicative intent: Understand information and precise instructions

Context: An excerpt from a radio program

Precision of the language: Spoken French; common expressions (au micro, voilà ta chance); employment vocabulary (monitor, explain, activities); the use of the present tense, the simple past and the imperative

General language education: Hypothesize about key points

Item

Listen twice to the brief excerpt from a radio program and answer the questions with "yes" or "no". Give the correct answer when "no" is chosen.

"Hello, this is Yves speaking. During the forthcoming holidays, the Centre culturel francophone is looking for a young person between the ages of 14 and 16 to work as a monitor on weekends. The ideal candidate should have some experience with children and know how to explain new activities to kids. If you like to work outdoors and are sports-minded, here's your chance. Call 233-4040 now!"

Questions:	YES	NO	CORRECTION
1. A teacher is being hired.	_____	_____	_____
2. The applicant must be at least 18.	_____	_____	_____
3. The applicant must like sports.	_____	_____	_____
4. The monitor will deal with the elderly.	_____	_____	_____
5. The monitor must speak French.	_____	_____	_____

Test Item Guidelines

Use a brief excerpt from a French-language radio program to enable the students to become accustomed to different pronunciation or accents and more rapid delivery than in the classroom. Choose an excerpt of interest to the students and one which reflects their interests, e.g., summer jobs. Write comprehension questions about the information and the instructions given in the excerpt in which the students will answer with "yes" or "no".

Evaluation Criteria

One point for each correct answer.

When the students must give the correct answer after choosing "no", correct only the meaning of the message, not the spelling, unless it interferes with the understanding of the message.

READING COMPREHENSION

In this text, the students must look for clues which indicate the sport in question. In addition to thoroughly understanding the details, they must have an overall understanding of the passage.

The Item Focuses on the Following Objectives:

Field of experience: Health and Physical Exercise

Communicative intent: Understand simple and descriptive details

Context: Guess a sport

Precision of the language: Specialized sports vocabulary (jeu, équipe, circuler, pratiquer); descriptive adjectives (dangereux, spécial); impersonal verb form (il faut); comparative structure (le plus)

General language education: Hypothesize about key points

Item

Read the instructions below. Based on the explanation given, indicate the name of the sport in the space under the paragraph.

In order to engage in this sport you must wear special equipment as it can be dangerous. The objective of the game is to move a small rubber disc on ice between the players of the same team. The disc must be put in the net of the opposing team. This sport demands speed, skill and precision. Players must be in top physical condition. The season lasts six or seven months a year.

What sport is it? _____

Test Item Guidelines

Choose a field of experience with which the students are familiar and which is of interest to them; they should have already studied the vocabulary (sports, the world of work). Write a paragraph explaining the theme chosen (e.g., how to play the sport), using many descriptive details. Only one answer should be possible.

Evaluation Criteria

One point for each correct answer.

Give one point for the answer unless the spelling makes it impossible to comprehend the message fully.

READING COMPREHENSION

This text was taken from a magazine. It allows for an evaluation of the students' comprehension of a paragraph written in a formal style, containing different verb tenses (present, simple past). The topic, a music competition, may be of interest to students of this age.

The Item Focuses on the Following Objectives:

Field of experience: Clubs and Associations; Money

Communicative intent: Understand information in a text containing verbs in the present and past tenses

Context: A magazine article on a music competition

Culture: Identify differences and similarities between school levels

Precision of the language: Formal written style; irregular verbs (vouloir, pouvoir); pronominal verbs (s'inscrire, se dépêcher); impersonal verb (il faut); personal complement pronoun (y); use of present tense and simple past

General language education: Hypothesize about key points

Item

Read the following article and select the correct answers.

Depuis dix ans il y a des musiciens et musiciennes du Canada et des États-Unis qui participent à «Music Fest». C'est une compétition qui a lieu à Toronto où se rendent des chanteurs, des chanteuses et des groupes qui viennent des universités, des collèges et des écoles secondaires. En 1987, une jeune Québécoise a gagné le premier prix. La ministre fédérale des Communications lui a donné une bourse de 3 500 \$. Si toi aussi tu veux y participer, il faut t'inscrire avant le 30 décembre; alors, dépêche-toi!

Questions:

1. The article talks about
 - a) a music competition in Quebec.
 - b) a music competition in Ontario.
 - c) a music competition in Toronto.
 - d) an educational competition in Saint Paul.
2. The competition is open to
 - a) Canadian participants only.
 - b) American participants only.
 - c) anyone in North America.
 - d) anyone who can sing in French.
3. To be eligible, you must
 - a) be attending elementary school.
 - b) be attending CEGEP.
 - c) be attending secondary or post-secondary school.
 - d) be a professional musician.
4. You must register
 - a) before the end of the year.
 - b) before school resumes in September.
 - c) as soon as possible.
 - d) after December 30.
5. The first prize is
 - a) a provincial scholarship.
 - b) a federal scholarship.
 - c) in U.S. dollars.
 - d) is 3,500 francs.

Test Item Guidelines

Find a magazine or newspaper article on a topic of interest to students (fashion, the environment); make sure they are familiar with the vocabulary. If need be,

simplify the text or present unfamiliar words in a French glossary. Make sure that the text contains the grammatical structures and verb tenses to be tested. Write several comprehension questions on the information transmitted in the text; ask the students to select the best answer.

Evaluation Criteria

One point for each correct answer.

ORAL PRODUCTION

This item centres on a realistic situation involving two peers. The style is informal but students must use the appropriate forms to excuse themselves. During the brief exchange, they will have an opportunity to use the negative or interrogative form.

The Item Focuses on the Following Objectives:

Field of experience: Close Friends

Communicative intent: Apologize to a friend

Context: Interact with a peer concerning the loss of an object

Precision of the language: Informal style; various forms of apology (je m'excuse; je suis désolé(e)); negative (je n'arrive pas à trouver...) and interrogative (est-ce que je peux...) structures; appropriate intonation

General language education: Identify individual communication needs in relation to a task by defining the problem and establishing objectives

Item

A friend has loaned you his math book. You want to return it but cannot find it anywhere. What will you say when you meet the friend in the cafeteria?

Test Item Guidelines

Select a realistic situation in which students must apologize or express other emotions such as sympathy or regret. Depending on the person to whom the student is speaking, the style may be formal (the French teacher) or informal (a friend).

Evaluation Criteria

Organization of ideas

Clarity of the message

Precision of language (e.g., structure, vocabulary, pronunciation)

Creativity of the message

ORAL PRODUCTION

Using a fairly formal style, students must make a presentation before the entire class in which they give their opinion on a film of their choice. They must describe one scene in the film, using the past tense and comparative structures. The students must also explain why they chose the film.

The Item Focuses on the Following Objectives:

Field of experience: Social Life

Communicative intent: Prepare an opinion and present it orally

Context: Present a critique of a film

Precision of the language: Formal style; expressions of opinion (à mon avis, je pense que); comparisons (meilleur que); use of present and past tenses

General language education: Students develop and use their own references

Item

This morning you must make a presentation in class about a film you have seen. You should say whether you liked the film and why, describe the most striking scene in it and compare the film with another one.

Test Item Guidelines

Ask students to choose a film, play, novel or short story which they have enjoyed and discuss it critically in front of the class. Clearly indicate in the instructions what the presentation must cover: Did the student like the film? Why? Describe a striking scene and compare the film with another one. To facilitate correction of the test, the presentations can be tape-recorded.

Evaluation Criteria

Content

Clarity of the message

Precision of language (e.g., structure, vocabulary, pronunciation)

Organization of the ideas

Creativity

WRITTEN EXPRESSION

Students must write a simple invitation using vocabulary and expressions they have already studied.

The Item Focuses on the Following Objectives:

Field of experience: Holidays and Celebrations

Communicative intent: Write a note

Context: A note inviting someone to a celebration

Culture: Use knowledge of differences and similarities between formal and informal invitations

Precision of the language: Create simple sentences which are linked by the appropriate expressions and vocabulary

General language education: Identify individual needs when writing a formal or informal invitation

Item

Write an invitation to _____ to invite him/her to your party. At least indicate the time, date and place of the party. Choose the appropriate style.

Test Item Guidelines

Based on the foregoing objectives, choose a realistic situation in which students should write a note. For example, they could send a note inviting a French-speaking penpal to spend a weekend. Test instructions must be in French, ensuring students are thoroughly familiar with the vocabulary and the instructions used. By varying the recipient and the theme of the invitation, the terms of address can be changed and can range from formal, e.g., an invitation to a personality in the French-speaking community to come and speak to the class, to informal, e.g., an invitation to a friend.

Evaluation Criteria

Precision of the message

Intention of the message

Precision of the vocabulary

Precision of the expressions appropriate to an invitation

Spelling

WRITTEN EXPRESSION

In this item students are asked to produce a letter. As the objective of the exercise is to obtain information, the style must be formal. An evaluation can also be made of interrogative structures, salutations and closings to ensure they are appropriate.

The Item Focuses on the Following Objectives:

Field of experience: Trips and Excursions

Communicative intent: Request information in a formal letter

Context: A letter to a hotel seeking information

Culture: Identify a letter-writing style appropriate to Canada and to Europe

Precision of the language: Formal style; salutations and closings used in a letter (Cher Monsieur, Je vous prie d'accepter); interrogative structures (avez-vous, quels sont les prix); appropriate tenses (simple future and present)

General language education: Students correct their own mistakes when they are aware of them

Item

Your class is organizing a trip to Quebec or Paris this summer. You are responsible for finding a hotel. Write a letter requesting information on the hotel (price, availability). Mention that fifteen teenagers and three teachers will require rooms for two nights.

Test Item Guidelines

Choose a realistic, familiar situation on the basis of which students can use their own experience to carry out the task, e.g., write a letter to a hotel or an institution requesting information. Prepare very precise instructions and provide as much information as is necessary, e.g., this summer, prices, availability and so on.

Evaluation Criteria

Content

Clarity of the message

Precision of language (e.g., structure, vocabulary, spelling)

Appropriate formulae

Organization of the ideas

WRITTEN EXPRESSION

Students write a paragraph in which they express an opinion on a current topic which affects them. The style must be formal and the sentences should be logically linked.

The Item Focuses on the Following Objectives:

Field of experience: Health and Physical Exercise; Advertising

Communicative intent: Tell about an event in formal written French

Context: An article for the school paper

Precision of the language: Formal style; complete sentences which are logically linked (alors, mais); vocabulary expressing an opinion (je pense que, à mon avis)

General language education: Students develop and use their own reference tools

Item

You write regularly for the school paper. This week you decide to write an article on violence in team sports. Last night, you attended a hockey game where a fight occurred between members of both teams. Write a one paragraph article in which you express your opinion on this topic.

Test Item Guidelines

Choose a realistic situation, e.g., writing in the school paper, and a topical theme of interest to the students, e.g., violence, drugs, the environment. Write precise instructions concerning the type of text required, e.g., last evening you attended, give your opinion, in a paragraph. Depending on the objective of the test, prior to giving the item study the vocabulary related to the theme or let the students decide for themselves what to write about.

Evaluation Criteria

Content

Organization of the ideas (coherence/cohesion)

Precision of language (e.g., structure, vocabulary, spelling)

Form (beginning, conclusion, style and so on)

Creativity

Advanced Level

AURAL COMPREHENSION

The following item is designed to evaluate the students' aural comprehension in relation to an authentic radio interview.

The Item Focuses on the Following Objectives:

Field of experience: The Arts

Communicative intent: Listen to an authentic radio interview involving two French speakers; determine the meaning of this interview on the basis of questions

Culture: Attend to and orally analyse the language used

Context: A radio interview

Precision of the language: Present and past tenses; conjunctions; spoken language

General language education: Understand a communication by distinguishing between relevant and superfluous information

Item

The excerpt below is taken from an interview with Geneviève Rioux, a well known young Quebec actress who is going to play Juliet at the Théâtre du Nouveau Monde in Montreal.

Q. - Geneviève Rioux, Roméo et Juliette sont les deux rôles-titres réservés à des jeunes acteurs. Quel effet cela vous fait-il d'avoir été choisie?

R. - C'est une chance extraordinaire! Mais ça n'a pas été facile d'obtenir ce rôle. Au départ, nous étions 250 comédiennes en lice, rêvant d'être la Juliette de Shakespeare. Après une première élimination, nous restions 40. Ensuite, quatre... et finalement, j'ai décroché le rôle. Les gens me disent : « Avec ce rôle, tu commences vraiment une carrière. » Pourtant, je travaille sans arrêt depuis cinq ans. J'ai beaucoup voyagé grâce au « Déclin de l'Empire américain ». Mais je dois avouer que Juliette est une clé qui ouvre bien des portes. Je pense que je vais en entendre parler longtemps!

Q. - C'est un rôle dont vous rêviez depuis longtemps?

R. - Oui. C'est un personnage que je voulais absolument jouer. Ou plutôt rejouer. Vous savez, j'ai découvert le métier d'actrice à quatorze ans, justement en jouant Juliette, à l'école. J'avais l'âge du rôle. J'étais timide. Je passais mon temps dans les livres, et le théâtre a fait éclater ma coquille. C'est cette expérience qui m'a donné le goût de devenir comédienne.

Vocabulary:

- en lice: en compétition
- décrocher un rôle: obtenir un rôle
- faire éclater sa coquille: perdre sa timidité

1. First read the questions in front of you.
2. Now listen carefully to the entire text.
3. Start answering the questions.
4. Listen to the text again.
5. Finish answering the questions.

1. Which role did Geneviève Rioux obtain?

2. How many actresses wanted the part in the beginning?

3. How many actresses were left after the first round of auditions? Just before the role was assigned?

4. Does this part mark the beginning of Geneviève Rioux's career?

5. Why has she travelled a lot?

6. How old was she when she discovered acting? Under what circumstances?

7. What was she like at that time? Give two details.

Test Item Guidelines

A listening test is a test of aural comprehension based on an authentic document such as a radio or television program, a video and so on.

Choose topics likely to interest your students, e.g., the world of tomorrow, leisure activities, the fine arts, political moderation and extremism, Canadian unity, literary or artistic movements in the French-speaking world and so on.

Students often find it hard to follow French speakers in authentic audiovisual documents. If such is the case, explain three or four words to the students which are essential to the comprehension of the text. Remember that the students do not need to understand all the words in the text in order to decipher its meaning.

Evaluation Criteria

One point for each correct answer depending on the question requirements.

At this level, precision of language is more important. However, this does not mean that every mistake must be corrected, unless the mistake hinders complete comprehension.

AURAL COMPREHENSION

The following item is intended to evaluate the students' aural comprehension and their ability to hypothesize in an actual situation involving communication, e.g., an interview for the school yearbook.

The Item Focuses on the Following Objectives:

Field of experience: High School Graduation

Communicative intent: Listen to an interview and understand the information provided

Context: An interview for the school yearbook

Culture: Analyse the types of questions in the interview compared with those used in a Quebec high school yearbook

Precision of the language: Present, past and future tenses; correct spoken language

General language education: Distinguish facts from opinions and emotions in a communication

Item

You are going to listen to a recorded interview.

1. First read the questions in front of you.
2. Now listen carefully to the entire text.
3. Start answering the questions.
4. Listen to the text again.
5. Finish answering the questions.

- Q. - Bonjour David. Nous voilà presque à la fin de notre année scolaire. Comme tu le sais, je suis responsable des interviews pour l'album de l'école. Alors, je dois te poser quelques questions. D'accord?
- R. - D'accord!
- Q. - David, pour toi, l'école secondaire se termine cette année. Parmi toutes tes activités scolaires, quelle a été celle qui t'a le plus intéressé?
- R. - Et bien, c'est sûrement l'échange que j'ai fait avec le Québec. Je suis allé passer deux semaines à Trois-Rivières avec une famille québécoise. C'était super et j'ai parlé français tout le temps!
- Q. - Quels sont tes plans pour l'avenir? Un autre voyage?
- R. - Peut-être, un peu plus tard. Mais, l'année prochaine, je vais à l'université pour continuer à étudier le français et la psychologie.
- Q. - Qu'est-ce que tu vas regretter le plus de tes années d'école?
- R. - Oh! les copains bien sûr. Je me suis fait tellement d'amis dans cette école, en classe ou sur le terrain de football. Quelques enseignants aussi...

Questions:

1. In your opinion, who is asking the questions? For what purpose?

2. Who is answering the questions. Specify.

3. Has David enjoyed the years he has spent in high school? Explain.

4. Describe the respondent's personality, as you imagine it. Give at least three details.

5. In your opinion, what will this person's future be like?

6. What sort of questions would you ask for a Quebec high school yearbook? Are they the same as the ones you heard in this interview?

Test Item Guidelines

Choose realistic communicative situations which are of interest to your students. The interview selected must enable the students to hypothesize about the people speaking. For example, using the text, they must be able to infer who the people speaking are, what kind of personality they have, what they will become and so on. Obviously, the dialogue proposed must spark the students' imagination. Use the voices of young people to tape record the interview, i.e., the interviewer and the interviewee.

Evaluation Criteria

One point for each correct answer.

Once again precision of language is important at this level, although the objective of the exercise is aural comprehension. The criteria used must reflect this notion.

READING COMPREHENSION/WRITTEN EXPRESSION

The following integrated item is intended to evaluate the students' written comprehension but, above all, their written production.

It is divided into three parts:

1. First, students must be able to understand an authentic text, i.e., a letter to the editor taken from a French-language newspaper.
2. Second, they must reply by giving their opinion on the same topic.
3. Third, they must compare their answer to the one given in the article.

The Item Focuses on the Following Objectives:

Field of experience: The Future of the World; Economic Life

Communicative intent: Understand a comment taken from a newspaper and write comments on the same topic

Context: A letter to the editor taken from a French-language newspaper

Precision of the language: Use of the present tense; simple descriptive language; the use of humour

General language education: Students must use their knowledge of text structure to understand an unfamiliar text

Item

Read the questions below. Then, carefully read the letter to the editor which appears on page 135. Finally, answer the questions below.

1. Why did the author of the letter have fun last week?

2. How are Ritz crackers packaged?

3. Does he really think that multinationals care about the health of consumers? Explain.

4. Is this letter a joke or is it serious? Support your answer.

5. Do you agree with the letter or disagree? Support your answer.

Variation:

Students may also be asked to compare their answers to question 5 among themselves, followed by an oral presentation. The students, working in pairs, can each answer in turn. In this instance, oral production would be tested.

Test Item Guidelines

Use genuine articles from French-language magazines and local newspapers. Choose topics likely to interest the students, e.g., family life, leisure activities, food and beverages in the French-speaking world, sports, problems related to minority groups, some aspect of French-Canadian history, and so on. Use humour where appropriate.

Evaluation Criteria

Use the various criteria already presented to evaluate this test item.

Commentaire

Les plaisirs du magasinage...

Je me suis amusé la semaine dernière à scruter les étalages de mon marché d'alimentation. J'y ai remarqué que maintenant, avec toutes les campagnes sur la santé, l'exercice physique, la protection de l'environnement, etc., les compagnies s'évertuent à nous présenter une foule de produits nouveaux et autant d'emballages.

Prenez par exemple les Ritz; vous avez maintenant les réguliers, avec 50 % moins de sel, au blé entier, au fromage et les mini, etc. De plus on spécifie sur l'emballage qu'il n'y a pas de cholestérol, très peu de gras, etc.

Se peut-il que les compagnies multinationales se préoccupent de la santé des consommateurs au point de diversifier et d'améliorer leurs produits? Peut-être! Mais il n'en reste pas moins que vous ne paierez pas moins cher vos Ritz parce qu'il y a 50 % moins de sel.

Il en va de même pour les savons à lessive qui sont présentés dans de nouveaux contenants recyclables. Il y a le savon régulier, liquide, en granules, sans phosphate, sans parfum, avec parfum air des prairies ou poudre de bébé, etc.

Il est évident que dans tout cela, il faut être prudent et prendre le temps de lire attentivement les étiquettes ou les dessus de boîtes avant d'acheter. Il n'en reste pas moins que c'est le consommateur qui devrait dicter aux compagnies ses préférences et sa philosophie face à l'écologie et à l'environnement et que les associations pour la défense de l'environnement devraient jouer un rôle plus actif et plus positif auprès des compagnies multinationales au lieu de se contenter de dénoncer à grands cris, les criminels qui polluent notre environnement.

Pierre Brault

Le Franco, le vendredi 7 septembre 1990.

ORAL PRODUCTION

The following items will evaluate the students' oral production in terms of the precision of the information transmitted with respect to a given situation (preferably humorous).

The Item Focuses on the Following Objectives:

Field of experience: Living Alone

Communicative intent: Explain, transmit information

Context: A situation in everyday life

Culture: Students must use their sociolinguistic knowledge

Precision of the language: Present tense; action verbs; informal spoken language; the use of humour

General language education: Choose the best linguistic form to express the intended communication

Item 1

You are eating a hamburger but there's no ketchup. Rats! The bottle is nearly empty and it's too late to go to the store to buy some.

Explain how you're going to get what's left of the ketchup out of the bottle.

Item 2

This evening, you're babysitting your neighbours' two-year-old son. He's very lively, but it's his bedtime. Explain how you're going to put him to bed.

Test Item Guidelines

Choose situations that are familiar to your students. Humorous situations will spark the students' interest. Before administering the item, students must study in class other situations that they find interesting, amusing or bizarre and that will enable them to display their sense of humour.

Evaluation Criteria

Content

Clarity of the messages

Creativity with the language

Pace (coherence/cohesion)

Precision of language (e.g., structure, vocabulary, pronunciation)

ORAL PRODUCTION

The following item will evaluate the students' oral production (narration) in a realistic situation where they act as a television announcer. It is aimed at testing the precision of details and the coherence of the narration.

The Item Focuses on the Following Objectives:

Field of experience: The Role of the Media

Communicative intent: Narrate

Context: A radio news report

Culture: Students must use their knowledge of a contribution by French speakers to the situation

Precision of the language: Present and past tenses; verbs of description; adjectives; adverbs; coherence of discourse; appropriate vocabulary

General language education: Use circumlocution to compensate for a lack of vocabulary in order to sustain the communication

Item

You are a television announcer. During the news, you will present the leading event of the day. It can be:

- a cultural event, e.g., a French play performed in your city, the Genie awards ceremony, Canadian films at the Cannes Festival and so on;

or

- a sports event, e.g., a hockey tournament, the Stanley Cup, baseball, the forthcoming Olympics and so on;

or

- a local, national or international event, e.g., forest fires in Western Canada, famine in Sudan, events in China and so on.

Before you go on the air, you have several minutes to prepare the following questions and make note of the key words in your presentation:

Where did the event occur? _____

When did the event occur? _____

What happened? _____

Why? _____

Who was involved? _____

How did the public react? _____

What are your reactions? _____

Now, it's time to go on the air. Are you ready? Begin! (You may make use of the notes prepared for you).

"Good evening....."

Test Item Guidelines

The teacher or students prepare in advance a list of current topics for use in this item. The topics have already been discussed in class. The events selected may have occurred locally, nationally or internationally. Occasionally, a local event has the advantage of relating more closely to the students' lives. Events related to French cultures should also be stressed so that the students can seek information on and understand certain aspects of French cultures in Canada and the world to become more aware of them and more efficiently interpret them. Students may find topics of interest to them in French-language magazines such as *L'Actualité*, *Châtelaine*, *Paris Match*, *Elle* and so on, or in local French-language newspapers.

Three levels of difficulty can be covered by a similar item.

Level 1: To facilitate the students' work, give out the questions (see above).

Level 2: For a harder item, provide an open-ended list of important points to be covered.

Level 3: Leave the item completely open.

Evaluation Criteria

Content

Clarity of the messages

Creativity with the language

Pace (coherence/cohesion)

Precision of language (e.g., structure, vocabulary, pronunciation)

WRITTEN EXPRESSION

The following item is an integrated test. It is designed to evaluate the students' reading comprehension and, above all, their written production. First, the students must be able to understand the text of a classified ad from a French-language newspaper. Then, they must answer the ad by sending in an employment application.

The Item Focuses on the Following Objectives:

Field of experience: The Challenge of the Future; Living Alone

Communicative intent: Describe, narrate, give specific information

Context: A job application

Culture: Seek and analyse a bilingual job in an English-speaking and a French-speaking context

Precision of the language: Present and past tenses; use of adjectives and adverbs; simple, direct but fairly formal level of language; coherent sentences

General language education: Distinguish relevant information from superfluous information to understand a communication

Item

You are looking for work and read this advertisement in a French-language newspaper. You are interested in the position and decide to submit an employment application which must include:

- a greeting;
- personal information;
- information on your education;
- information on your work experience;
- a brief description of your personal interests;
- a closing.

Test Item Guidelines

Use authentic documents, mainly local classified ads or those appearing in French-language magazines. Find ads whose subjects are suited to your students, e.g., job offers, babysitting, housing, social and community services and so on. Give the students a choice of up to four or five ads.

Evaluation Criteria

Clarity of the communication

Accuracy of the communication

Precision of language (e.g., structure, vocabulary, spelling)

Use of appropriate formulae



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Le Franco, February 16, 1990.

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Le Franco, September 7, 1990.

WRITTEN EXPRESSION

The following item is an integrated test. It is designed to evaluate overall understanding of an authentic text and demands that students read it carefully as the answers to the questions depend on an understanding of the entire text.

The questions in the item focus on reading comprehension; they also test written production and correct grammar.

The Item Focuses on the Following Objectives:

Field of experience: The Future of the World; Ecology; Energy and Industry

Communicative intent: Understand a letter written by a French-speaking school girl

Context: A letter published in *Le Franco*, a French-language newspaper

Precision of the language: Use of the tenses of the present and the conditional in a given context

General language education: Distinguish facts from opinions and emotions in a communication

Item

The following letter appeared in the February 9, 1990, edition of *Le Franco*, and is entitled "Acid Rain". The writer of the letter gives her opinions about pollution. Carefully read the text (on page 143), then answer the questions below:

1. What concerns does the writer express?

2. Who does she blame for the current situation?

3. To whom is the letter directed?

4. What advice does she give to big industries?

5. Where does she think toxic products are disposed of?

6. Do you think she is right to react in this manner? Explain why.

7. You are the editor of the newspaper. Answer the student's letter.

Test Item Guidelines

Use authentic documents taken from local newspapers or French-language magazines. Select texts suited to your students' level of understanding. If need be, explain words which may make it hard to understand the text overall; propose a synonym or define the words in French.

Try to find articles dealing with topics of interest to the students, e.g., current events such as Canadian unity, the role of the media, the value of education, environmental protection and so on. Or, use interviews involving young people the same age as the students, or with young, established French-Canadian artists.

Variations:

1. Ask the students to write a letter expressing their reactions to the Prime Minister of Canada or the President of the United States.
2. Ask the students to express the reaction of a major industrial firm to the letter.

Evaluation Criteria

Precision of the information

Clarity of the message

Precision of language (e.g., structure, vocabulary, spelling)

Organization of the ideas

Creativity within the language

Les pluies acides

Monsieur le Rédacteur.

Je suis une élève de la 10^e année à l'école Notre-Dame Senior High de Bonnyville. J'aimerais vous exprimer mes opinions sur les eaux polluées et la pluie acide.

La pollution de l'environnement devient de plus en plus un sujet pressant. La pollution causée par les humains et par les industries augmente même si les gouvernements essaient de la réduire. La couche d'ozone disparaît et il y a plus de végétation qui est détruite.

Je pense que les gens devraient se renseigner davantage sur le sujet et trouver des façons plus pratiques de se débarrasser de leurs produits toxiques. Ils ne devraient pas être déversés dans les lacs et les rivières.

Les grandes industries devraient investir de l'argent pour trouver d'autres façons de fabriquer leurs produits. Ils pourraient utiliser différents matériels qui n'ont pas de C.F.C. qui détruisent l'air et l'ozone.

M. Mulroney et M. Bush devraient travailler plus fort pour trouver des moyens pour réduire les pluies acides. Ils devraient prendre l'argent qu'ils dépensent sur les armes et l'utiliser pour réduire les pluies acides et le donner aux industries.

Les pluies acides causent aussi des problèmes chez les humains. S'il y a beaucoup de pluies dans une région, ceux qui souffrent d'asthme ou de problèmes de cœur, ont aussi des problèmes respiratoires. Ça peut être aussi «sévère» que la mort.

Si on ne commence pas à trouver des solutions aux problèmes des pluies acides, il ne va plus y avoir de végétation, plus de couche d'ozone et la population va diminuer. On devrait se renseigner sur le sujet et participer à la résolution du problème.

Agréez, Monsieur le Rédacteur en chef, mes plus sincères salutations.

Sylvie Généreux
10^e année francophone
École Notre-Dame
Bonnyville, Alberta

Le Franco, le vendredi 9 février 1990.

Appendix F: Samples of Evaluation Grids in English

The following sample evaluation grids are examples of evaluative guidelines that teachers can use to evaluate open-ended communicative tasks. Teachers are advised, however, to create their own grids which accurately reflect the learner expectations and focus on the assigned task.

For further information, see the discussion of the preparation of grids which appears on page 19.

EXAMPLE 1

EVALUATION GRID FOR ORAL PRODUCTION – INTERMEDIATE OR ADVANCED LEVEL*

	COMPREHENSION	LEVEL OF DISCOURSE	PRECISION OF STRUCTURES
Completely Stuck (1)	Does not understand simplified language.	Cannot engage in sustained discourse.	Structures chosen randomly.
Unacceptable (2)	Recognizes he or she does not understand; often does not understand what is said.	Accomplishes tasks with very little elaboration.	Poor mastery of structures frequently hinders communication.
Hesitant (3)	Difficulty in understanding slows interaction.	Performance displays lack of cohesion.	Structures not always accurate, even the most frequent ones.
Acceptable (4)	Fairly broad comprehension; little need to repeat or paraphrase.	Cohesive discourse.	Inaccuracy of structures does not cause significant misunderstanding.
Good (5)	Nearly perfect comprehension.	Discourse is well organized.	Fairly broad range and control of structures.
Excellent (6)	Perfect comprehension.	Flexibly controls the range of functions and mechanisms used.	Structures are accurate and used with flexibility.

continued...

*Reproduced with the permission of the Government of Quebec, Ministry of Education, from the *Module de perfectionnement collectif en didactique du français langue seconde - Évaluation en français langue seconde. Guide de l'animateur et de l'animatrice*, (May 1989). Unit 3, Activity 5, p. 165. Translation of French original.

EXAMPLE 1 (cont'd)

	VOCABULARY	EXPRESSIVENESS AND CONFIDENCE
Completely Stuck (1)	Inaccurate and very limited vocabulary.	Speaks with great difficulty; very frequent pauses.
Unacceptable (2)	Limited and very artificial vocabulary.	Frequent, irregular pauses; makes no effort at all to continue.
Hesitant (3)	Chooses unusual or imprecise vocabulary or both.	Expresses him/herself easily but haltingly; false starts and incomplete sentences.
Acceptable (4)	Vocabulary is more or less natural.	Expresses him/herself easily and fills pauses suitably.
Good (5)	Vocabulary is rarely imprecise.	Expresses him/herself easily; occasionally searches for words.
Excellent (6)	Vocabulary is precise and appropriate.	Expresses him/herself easily; hesitation is not language-related.

EXAMPLE 2

EVALUATION GRID FOR WRITTEN PRODUCTION – INTERMEDIATE AND ADVANCED LEVELS*

Name: _____

Criteria	Out of	Examples	Comments
Content of the task	/5		
Cohesion of ideas	/5		
Coherence of text	/5		
Diversity of vocabulary	/5		
Grammar (structures used and spelling)	/5		
Creativity with the language	/5		

**Adapted with the permission of the Government of Quebec, Ministry of Education, from the Module de perfectionnement collectif en didactique du français langue seconde - Évaluation en français langue seconde. Guide de l'animateur et de l'animatrice, May 1989. The grid is an adaption of the one used for oral production which was taken from Unit 3, Activity 5, p. 165.*

EXPLANATION OF CRITERIA

	CONTENT IN THE REALISATION OF THE TASK	COHESION OF IDEAS	COHERENCE OF TEXT
(1)	Minimal expectations accomplished.	Uses cohesion markers between words.	Little organization is evident.
(2)	Somewhat varied, but based above all on the minimal expectations.	Uses cohesion markers in sentences, but in a simple manner.	Evidence of a beginning, a body of text and a conclusion, but limited development.
(3)	Varied ideas, easy to read.	Uses cohesion markers in sentences in a readable manner.	Evidence of a good beginning, body of text and a conclusion which is acceptable.
(4)	Very good variety of sentences and ideas linked in a readable fashion.	Uses cohesion markers in sentences, thus making the text pleasant to read.	Very good organization; clarity of the beginning and the conclusion is clear.
(5)	A wide variety of sentences and ideas linked in a manner pleasing to the reader.	Uses cohesion markers at the discourse level making the text very readable.	Excellent organization; the text displays clear, well developed and supported ideas.

continued...

EXPLANATION OF CRITERIA (cont'd)

	DIVERSITY OF VOCABULARY	GRAMMAR	CREATIVITY WITH THE LANGUAGE
(1)	Very limited and artificial vocabulary.	Frequent errors obstruct communication because of poor mastery of structures and spelling.	Expresses him/herself with difficulty using simple sentences.
(2)	Limited and very artificial vocabulary.	Structures not always accurate, even the most common ones.	Expresses him/herself simply using simple sentences and a number of complex sentences.
(3)	Vocabulary is more or less natural.	Inaccuracy of structures does not cause significant misunderstanding.	Expresses him/herself more creatively using a good variety of simple and complex sentences.
(4)	Vocabulary is precise and appropriate.	Fairly broad range of and control over structures; a few obvious mistakes.	Expresses him/herself easily using a wide variety of vocabulary and simple and complex sentences.
(5)	Vocabulary is precise and very enriched.	Structures are accurate and used flexibly; occasional spelling mistakes.	Expresses him/herself easily using a wide variety of simple and complex sentences, with a rich vocabulary.

EXAMPLE 3

PEER/GROUP EVALUATION OF AN ORAL PRESENTATION*

Name of presenter: _____

Class: _____

Date: _____

Title of the presentation: _____

1. What did you like about this presentation?

a) I liked _____

b) I liked _____

2. What did you learn from this presentation?

a) I learned that _____

b) I learned that _____

3. What suggestions could you make to enable the presenter to improve the presentation, for example, talk louder, be livelier, use more visual elements or gestures and so on.

a) I think that _____

b) I think that _____

Your name: _____

**Adapted from a document prepared by Ullmann (1988) for Alberta Education, p. 12.*

FIGURE 2
OBSERVATION CHART

Educational Project: A Television Weather Report

Date: _____

Student's name: _____

Can...	Check if "yes"	Comments
1. ...describe the weather in Alberta: introduction, coherence of the message, clarity of the message, closing.		
2. ...pinpoint places where there are many French speakers in the province.		
3. ...use appropriate weather-related expressions and the appropriate temperatures.		
4. ...pronounce properly words and expressions related to the weather.		
5. ...identify the appropriate weather symbols.		
6. ...present an original weather report: elaboration, effort, creativity, humour.		

FIGURE 3
BEGINNING LEVEL OBSERVATION CHART

Communication in French Evaluation Sheet – Beginning Level

Student's name: _____

Can...	Date	Date	Date	Comments
1. ...understand a series of simple, oral and written statements in a given context.				
2. ...express his/her communicative intent by producing simple, oral and written messages in at least two or three statements in a given context.				
3. ...demonstrate his/her discovery of the French-speaking world by identifying the presence of French-speaking peoples and facets of French-speaking cultures at the local, regional, provincial and national levels.				
4. ...demonstrate understanding and use, orally and in writing, of the sound-symbol system, vocabulary and word order in simple communications in the present tense.				
5. ...identify key words in a communication to develop tolerance toward ambiguity (cognitive).				
6. ...discover the language by establishing associations between words (cognitive).				
7. ...develop the positive attitude of taking risks by voluntarily using his/her knowledge (socio-affective).				
8. ...demonstrate his/her development of the ability to use selective attention (metacognitive).				

Scale:

1 = Unable to do so, or not demonstrated, unobservable

2 = Does so with difficulty

3 = Does so with some help

4 = Does so unaided

5 = Does so readily

FIGURE 4
SUGGESTIONS FOR THE EVALUATION OF A UNIT/PROJECT

Weight (if necessary) 30%	I. Comprehension tests (done throughout the project)	
	Teacher	Learner
	E.g.: ① Gives numbers in sentences that are contextualized. - In Lethbridge, it's -12°C. - In Peace River, it's -38°C. (and so on) E.g.: ② Uses expressions in sentences in context. - In Edmonton, it's snowing. - In Calgary, it's raining. (and so on) E.g.: ③ Gives weather in Canada: place, temperature, weather. - In Regina, it's cold. High -20°C. Low of -35°C. (and so on)	Only writes numbers of the temperature: -12°C, -38°C. Only draws appropriate weather symbols:   Answers on blank map of Canada, showing place, writing numbers for the temperature and drawing the weather symbols.
30%	II. Reinvestment project (according to grid) - Radio weather report	Self-evaluation/peer evaluation
40%	III. Final project (according to grid) - Television weather report	Self-evaluation/peer evaluation

FIGURE 5
SELF/PEER/TEACHER ASSESSMENT GRID

Educational project

I can...	Learner	Peer/Teacher	Comments
...describe the weather (<i>communication</i>).			
...identify five French-speaking communities in Alberta (<i>culture</i>).			
...understand and use the numbers 0 to 40 (<i>language</i>).			
...understand and use expressions related to the weather (<i>language</i>).			
...accurately pronounce figures and expressions (<i>language</i>).			
...match weather symbols and expressions related to the weather (<i>general language education</i>).			

Scale:

Elementary



Not very well



Well



Very well

Secondary

(*Junior/Senior High School*)

1 = Poorly

2 = At an average level

3 = Well

4 = Very well

5 = With excellence

FIGURE 6
GRID FOR PEER EVALUATION OF GROUP WORK*

Barometer for Group Work Evaluation												
Name of evaluator: _____		Class: _____										
Project: _____		Date: _____										
Participants' names												
Group:		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">1</td> <td style="width: 15%;">2</td> <td style="width: 15%;">3</td> <td style="width: 15%;">4</td> <td style="width: 15%;">5</td> </tr> <tr> <td>Me</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	Me				
1	2	3	4	5								
Me												
POINTS TO CONSIDER	SCALE											
Individual contribution to work of the group	5											
Assistance given to others to:												
revise and polish the work	5											
organize the work	5											
Persistence in using French	5											
TOTAL POSSIBLE:	20											
COMMENTS:												
<i>Scale:</i> 1 = Poorly 2 = At an average level 3 = Well 4 = Very well 5 = With excellence												

**Adapted from d'Anglejan, Harley and Shapson, 1990.*

FIGURE 7
EVALUATION GRID

Student's name: _____

Can...	
1. ...describe the weather in Alberta (introduction, clarity and coherence of message, conclusion) (communication).	/5
2. ...identify five francophone communities in Alberta (culture).	/5
3. ...use three appropriate weather-related expressions and the appropriate temperatures (numbers) (language).	/5
4. ...accurately pronounce words and expressions related to the weather (language).	/5
5. ...use weather symbols to present a weather report accurately (general language education).	/5
6. ...take risks to elaborate more fully and creatively on the weather (creativity, risk-taking) (general language education)	/5
Total: /30	
Comments:	

Scale:

1 = Poorly

2 = At an average level

3 = Well

4 = Very well

5 = With excellence

FIGURE 8
OBJECTIVATION GRID

To prepare a weather report, I...	YES	NO
1. ...chose five towns or cities in which there are many French speakers;	☐	☐
2. ...chose at least three expressions related to the weather;	☐	☐
3. ...chose the appropriate temperatures;	☐	☐
4. ...chose the appropriate weather symbols;	☐	☐
5. ...prepared an introduction and a conclusion to my weather report;	☐	☐
6. ...revised and memorized my weather report;	☐	☐
7. ...presented the weather report enthusiastically and pronounced the words correctly;	☐	☐
8. ...take risks to elaborate more fully and creatively on the weather.	☐	☐

FIGURE 10
SAMPLE OBSERVATION CHART FOR STUDENTS

Educational Project: A Television Weather Report

Date: _____

Student's name: _____

Can...	Check if "yes"	Comments
1. ...describe the weather in Alberta: introduction, coherence of the message, clarity of the message, closing.	✓ ✓ ✓	pronoun interference
2. ...identify communities where there are many French speakers in the province.	✓	in the regions Legal, Morinville (good!)
3. ...use appropriate weather-related expressions and the appropriate temperatures.	✓ ✓	
4. ...accurately pronounce words and expressions related to the weather.		poor intonation
5. ...identify the appropriate weather symbols.	✓	
6. ...present an original weather report: elaboration, effort, creativity, humour.	✓ ✓ ✓ ✓	lack of enthusiasm during presentation well done! good! well done!

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